

Point of View

By Albert H. Teich

THE NOTION of setting priorities has become something of a shibboleth among science-policy makers in the past year or two. The outlook for research funding is said to be bleak. Even the relatively modest (and generally insufficient) growth we have seen over the past several years cannot be sustained indefinitely in the face of a growing budget deficit, a weak economy, and rising demands from other claimants on the federal purse. The only way to preserve the fabric of science in these difficult times, we are told, is to set priorities—to make rational choices among the many areas of research and allocate our scarce resources among them. And if the scientists don't set these priorities for themselves, then politicians will do it for them.

But discussions of priority setting are filled with misunderstandings of the budget process and how science is treated within it. If the research community is to make a productive contribution to the growing debate over science funding, those who would take part need a better understanding of how priorities are (and are not) set in our system. One step in this direction is to recognize some of the popular myths that mislead many would-be participants.

Myth #1: Budgets for research programs are competitive against one another for pieces of a limited pie. The federal pie is unquestionably limited, but research programs compete for their shares against many other non-science programs, not directly against one another. This seemingly obvious aspect of the budget process is too often overlooked in discussions of priority setting. There is no single budget for research that gets divided up among different projects and disciplines. Rather, research is included in various agency and department budgets along with other programs that those entities like—and those entities compete against one another, first for a share of the President's overall budget and then in 13 Congressional appropriation bills.

The budget for the National Science Foundation, which is part of an appropriations bill for independent agencies as well as for the Departments of Veterans Affairs and Housing and Urban Development, thus competes against the National Aeronautics and Space Administration (since both are "independent agencies"), but it also competes against housing and veterans programs, which are much larger components of that bill. The National Institute of Health contend with health services, labor, and social-welfare programs. The Department of Energy's research is pitted against other DOE programs and river, harbor, and dam-construction projects. Thus research programs in NSF, NIH, and DOE do not face off directly against one another, and none of the civilian research programs competes directly with Defense Department research.

Myth #2: The debate over priority setting is something new in science policy. It's not. In fact, it is a hardy perennial of science policy. When times are good, it receives little attention. But when money is tight or when the physicists demand a new multibillion-dollar accelerator, it pops back up. In the early 1960's, the Perlmutter stimulated a spirited debate about the construction of "scientific" (i.e., priority) projects. Twenty years later, in June 1981, when George Keyworth became the President's science adviser in the midst of the Reagan Administration's initial budget-cutting orgy, he announced in his first speech that the United States could no longer afford to be first in every field and that we had to set priorities.

Myth #3: Priority-setting exercises like the one recently conducted in astronomy should be followed by the whole scientific community so that priorities can be set among disciplines. The highly praised 10-year plan for astronomy is just the most recent in a long series of



Discussions of Setting Science Priorities Are Filled With Misunderstandings

such exercises conducted within scientific disciplines. But such plans are of little help in setting priorities across disciplines. Getting astronomers to make choices among telescopes is not the same as getting the scientific community to agree on the relative importance of molecular genetics, atmospheric chemistry, and materials science.

Myth #4: Developing criteria for judging projects is the hardest part of setting priorities in science. This is actually the easy part. Several versions have been proposed, most of which hui down in some version of those first proposed in 1963 by Alvin Weinberg, director of the Oak Ridge National Laboratory: (1) the "ripeness" of a field for exploitation; (2) the competence of scientists in the field; (3) technological utility (practical uses); (4) scientific merit (extent to which the research will illuminate problems in other areas); and (5) social merit. Putting such criteria to work in a meaningful fashion across disciplines is a much more difficult matter.

Myth #5: Up to now, scientists have not set priorities; they have just asked for everything they wanted. This assertion, heard frequently in Congress and coupled with an admonition that such lack of restraint can't go on any longer, is strictly rhetoric. Federal agencies are continually setting priorities within and among research programs. Scientific panels (including one in physics chaired by President Bush's science adviser, D. Allen Bromley, back in 1970) have been recommending disciplinary priorities for years, and their recommendations often have been incorporated into agencies' plans.

Myth #6: Congress is eager for scientists to recommend a coordinated set of priorities. Again, this is rhetoric. Calling on the scientific community to "get its act together" makes good press but means little in practice. Even if we suspend disbelief and assume that the agenda for research, Congress would have no means of dealing with such a coordinated proposal. Responsibility for research is dispersed among a large number of committees and subcommittees, none of which has authority over the whole enterprise.

Myth #7: Setting priorities among fields of science is the most rational way to spend limited funds. Certainly, one could argue that systematically setting priorities for research is likely to lead to better results than giving

out money according to who has the most political clout. On the other hand, it is not clear that there is a scientific or "rational" answer to the question of which areas or areas of research are more important. Basic life medical research and high-energy physics, for example, are both important in different ways. While their respective contributions can be clarified by applying various criteria, in practice the distribution of funds between them depends on the weight assigned to each of the criteria—i.e., the relative value society places on improving our understanding of life processes, versus understanding the fundamental structure of matter and energy. Such a decision is more a matter of political "rationality" than scientific "rationality."

Myth #8: Setting priorities will stop the dissonance among scientists. No one who understands anything about science and scientists can take this assertion seriously. Scientists are advocates by nature—for their hypotheses, theories, subdisciplines, and disciplines. They are no more objective about the relative value of different fields of science than are any other human beings with vested interests, and their differences are not likely to be resolved by any conceivable priority-setting process.

Myth #9: Political criteria are not appropriate for setting priorities among scientific initiatives. This is partly true. Political criteria do not belong in the allocation of funds for individual projects; at that point, scientific quality, relevance, and similar factors should be the dominant criteria. This is why the academic pork barrel is so worrisome. But, as one moves up the scale to higher levels of decision making, the balance shifts. At the level of agency budgets and megaprojects—the big decisions—political criteria are central to the accountability of government and to the democratic process.

Myth #10: If money is cut from some areas of research or some universities, it will be available for other research. This is perhaps the biggest fallacy of the entire priorities debate. Scientists who advocate terminating the Superconducting Supercollider or the human genome project in the expectation that that will free up funds for their own areas misunderstand the federal budget process. Only rarely do cuts in one agency's programs translate into increases in another's. Such tradeoffs do occur within agencies (i.e., between the SSC and other Department of Energy basic-research programs), but when two programs are in separate appropriation bills or even separate agencies within the same bill, no mechanism exists by which savings in one research program can be transferred to another.

DOES ALL THIS MEAN that scientists have nothing to contribute to priority setting for research? Not at all. Scientists have a great deal to contribute, but not by pursuing the unattainable goal of a consistent set of priorities for all of science that would somehow be presented to government decision makers on stone tablets.

Discussions of priorities among researchers need to be recognized as a means of informing decision makers, of providing balanced information on the prospects and limitations of various areas of research, and of moderating irresponsible claims. Such input from researchers can help decision makers block "end runs" by those who choose not to play by the rules.

While scientists' participation in budgeting and priority setting should not be expected to yield comprehensive responses and ultimate answers, it can result in better-informed decisions. But ultimately, political decision makers must make the final determinations.

Albert H. Teich is the director of science and policy programs at the American Association for the Advancement of Science.

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Quote, Unquote

News Summary: Page A3

"A \$50,000 penalty gets people's attention."

A director of novices for students with disabilities, on federal rules taking effect this week: A5

"Colleges are just now starting to try to catch up with what most of the corporate sector has been doing for a number of years."

A health-care consultant: A2

"The academic world has shut its doors on the murder of John Kennedy. They think it's beneath them."

A historian who uses the collections of the Assassination Archives and Research Center: A5

"I work for a wonderful agency that does marvelous things I cannot tell you about."

An anti-terrorism who works for the National Security Agency: A17

"This has been a terrible waste. A single president on a U.S. military investigation: A25

"We spend so much time talking about problems, it's impossible to talk about solutions."

A student in a Ukrainian apartment: A33

"High-school graduates usually get just one chance at college."

"I don't offer the most talented of them a first-rate public education, everybody."

"They themselves and the society that needs them—loses out."

A professor of English at the University of Massachusetts: A48

"Most writers who can't teach are like the centipede who, when asked which foot it moved first, thought about it a moment or two, couldn't figure it out, and became paralyzed."

A novelist on teaching writing: B3

SECTION 1 PAGES A1-48

Athletics A36-37

Business & Philanthropy A31-32

Casefile A43

Government & Politics A26-30

International A23-24

Personal & Professional A17-20

Relationship A16-16

Students A33-35

Technology A23-24

The Arts A36-37

The Chronicle B1-5

The Chronicle B1-5

The Chronicle B1-5

The Chronicle B1-5

The Chronicle B1-5

The Chronicle B1-5

The Chronicle B1-5

The Chronicle B1-5

The Chronicle B1-5

The Chronicle B1-5

The Chronicle B1-5

The Chronicle B1-5

The Chronicle B1-5

The Chronicle B1-5

The Chronicle B1-5

MANY LAWSUITS POSSIBLE

New Federal Regulations on Rights of the Handicapped May Force Colleges to Provide Better Access to Technology

By DAVID L. WILSON

Disabled students and faculty members say that federal regulations that take effect this week will provide a powerful new tool to compel colleges and universities to give the handicapped better access to campus computers and other technology.

The vast majority of colleges are not up to speed in providing the kind of technology that allows handicapped people to participate fully in higher education, computer experts say. The new regulations are expected to spur disabled students to sue institutions that they believe have failed to provide access.

'You'd Better Pay Attention'

Many institutions are unclear about the changes they must make. Computer experts believe that although the new rules are not fundamentally different from those that have been on the books for nearly two decades, the publicity surrounding them will force many campuses to spend more time and money devising systems that suit handicapped people's needs.

"Members of the disability community will be more likely to exercise their rights than they have heretofore," says Bob Silverstein, staff director and chief counsel for the Senate Labor and Human Resources Subcommittee on Disability Policy. To colleges that have failed to follow existing regulations and eliminate barriers for the handicapped, he says: "If you haven't paid attention before, you'd better pay attention now."

About 10.5 per cent of all college students have some disability. Continued on Page A21



Sophomore Andrea D. Dutton: She feels "chained" because many computers at Purdue are inaccessible to her.

Tying Student Loans to National Service Gets Campaign Spur

By GOLDIE BLUMENSTYK

The idea of linking student loans and national service is gaining new visibility in the Presidential campaign—and new scrutiny from critics.

Gov. Bill Clinton of Arkansas, a leading candidate for the Democratic nomination, has made national service a major part of his platform.

He would replace the existing federal student loan system with a government trust fund. Students could borrow money for college and then repay it either as a proportion of their income over time, or by working for two or three years as teachers, police officers, child-care workers, or in other public-sector fields.

"We could revolutionize the social landscape of America," Mr. Clinton says, describing the impact of his "domestic oil bill."

For many college officials and students, Governor Clinton's proposal is far more attractive than a national-service proposal.

Continued on Page A26

More Colleges Tighten Benefit Programs to Meet Big Rise in Health-Insurance Costs

By DENISE K. MAGNER

The soaring cost of employee benefits, combined with a bleak fiscal outlook, is prompting many colleges to reexamine and tighten their benefits packages.

Most of the changes involve health-care benefits. Nationally, health-care costs continue to rise much faster than the rate of inflation, and colleges have not been immune. Some institutions report their costs for providing health benefits have jumped by as much as 20 to 30 per cent annually.

As a result of that trend and a broader fiscal crunch that has led to layoffs on some campuses, changes are being made to the benefits arena. More colleges are requiring employees to foot a larger share of the bill for health insurance. They are offering new health plans that limit their employees' choice of doctors and manage

more closely the care they receive. Some are considering whether, and how, to limit medical benefits for retirees. And a growing number have been using early-retirement incentives as a tool to reduce their work force.

"I'm not hearing of any universities adding any new benefits," said Judith T. Munoz, director of human resources at the University of San Diego and benefits adviser for the College and University Personnel Association. "We're all trying to do things to control costs."

Pressure Intensifies
She and other personnel managers in higher education say the need to control further the cost of employee benefits has intensified amid today's heightened financial pressures.

"Colleges need to look at the particulars of their benefit plans to see if they represent what a college would do if it created that program today," said Robert M. Wilson, who retired last month as vice president for personnel at the Johns Hopkins University. He is now an adviser to the Washington office of Foster Higgins & Co., a benefits consulting firm.

He added: "They need to see if the share."

Continued on Page A18



From *The Signpost*, the student paper at Weber State University:

"Several errors were made in the story 'Weber State chosen to build European satellite.'"

"The satellite will be built for AAS-3 International, rather than the European Space Agency. AAS-3 International has worked with Weber State on previous occasions."

"The satellite will not be a weight balance for the rocket, replacing materials which are usually used."

"The satellite will receive stress testing at Hill Air Force Base, rather than Thiokol. The satellite's orbit, while named by Soviet scientists, was not created by them; rather, it is one they normally use."

"Also, an error was made in the telephone number for the Gay and Lesbian Support Group listed in the Campus Calendar."

"The *Signpost* regrets the errors."

"Think nothing of it."

■

But we should think. This one is from *The Chronicle*:

"Legislation and Gov. Booth Gardner are expected to tangle over proposals for averting a \$900-million deficit in the state's \$15.7-billion budget."

"Don't be so picky!"

■

Masochism at the University of California at Riverside (from the student paper, *Hippocampus*):

"To oversee the honors thesis, each student chooses a faculty advisor."

■

From the *Illnesses College Tribune*:

"With more women entering the work force, the image of the typical housewife is fading . . . according to the Vice President and Management Supervisor of Saatchi and Saatchi Advertising, Jane Rohman."

"Although 75 percent of all women ages 25-54 work, women continue to molder most of the home responsibilities such as laundry, dry cleaning, and child care," Rohman said."

"To keep the home from burning?"

■

From *The Daily Tar Heel*, the paper at the University of North Carolina at Chapel Hill:

"The Daily Tar Heel recently was awarded one of five 1990-91 Pacemaker Awards for excellence in college journalism."

"The Pacemaker is widely recognized as the Pulitzer Prize for college newspapers," said Kenneth Schwartz, *Dea General Manager*.

"The last time the prize won a Pacemaker was in 1969," Schwartz said. "The paper is at its highest quality that its probably ever been."

"Don't blow it now!"

—C.G.

In Brief



BOB OILBERT, THE SAN DIEGO UNION

Students clash with administrators over co-op

SAN DIEGO, CAL.—A crowd of angry students shattered two storefront windows in a student cooperative at the University of California campus here and broke the locks. When students opened the store in the morning, university officials went in and locked the doors but were ousted by a crowd of more than 100.

Later the students obtained a temporary restraining order, al-

lowing the store to remain open and requiring students to hand over co-op records that university officials have been seeking for several months.

The students have opposed the university's request for an audit because they believe it is merely a ploy by the institution to take over the co-op. University officials have said that is not their intention.

Police use 'dummies' to thwart bag thieves

NORMAN, OKLA.—In an effort to curb a rash of book-bag thefts at the University of Oklahoma, campus police have been placing "dummy" book bags equipped with loud alarms around the campus.

About 20 of the bags have been put in dormitories, cafeterias, the student union, and the university's main library. Anyone who picks up one of the bags is greeted by a siren of 110 decibels—a sound that can be heard several blocks away, according to university police.

Two students have been caught trying to steal the bags from a dormitory cafeteria. When the alarm sounded, campus police arrested the students. The students could receive penalties ranging from reprimands to suspensions.

Such thefts are common on many campuses because students tend to leave their bags unattended, said Joe Lester, director of public safety at the university.

Students often keep expensive laptop computers and calculators in the bags, as well as money and credit cards. Thieves at Oklahoma have netted about \$10,000 a year over the last several years.

"We recognize larceny as a real problem at this university, and we had to do something about it," Mr. Lester said.

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Kidnaper wanted enough to crack university safe

WASHINGT., D.C.—A husband and wife who work at the Washington State University bookstore were kidnaped by a man who threatened to force them to open the safe.

The incident began when the couple, who work at the bookstore, were in the store at the time the man entered.

The man, who was in his 40's, wearing a Washington State University sweat shirt, knocked at the door of the couple's home here, brandishing a large, stainless-steel revolver.

The couple, who work at the bookstore, which is on the university campus, nine miles from here.

The intruder demanded that the couple go with him to the bookstore to crack the safe. They refused to do so.

Police said the incident occurred at the beginning of the university semester, when the couple might have expected to get a lot of money in the safe.

The couple, who were not hurt in the incident, told police the man said he would drive them to the store, but he did not return.

He took them to a house and forced them to walk about the street. They did not allow them to be seen.

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U. of Florida penalized for hazardous wastes

GAINESVILLE, FLA.—The University of Florida faces almost \$200,000 in fines for mixing radioactive waste and hazardous chemicals and storing them near the campus.

The fines may be reduced, however, because the university has made a good-faith effort to change the way the waste is disposed of.

since regulations on its handling changed last year, a university spokesman said.

The waste, stored in drums at a site near the campus, comes from university laboratories. None of the waste has leaked or caused any health or environmental concerns, the spokesman said.

The State Department of Environmental Regulation charged the university with unlawfully handling the waste and keeping it at the storage site for longer than the 90-day limit.

college students to vote in this year's Presidential election.

The group estimates that only 30 per cent of college students are registered to vote. The drive will be launched at institutions in California, New York, and North Carolina.

Sen. Paul Wellstone (left), a Minnesota Democrat and the president of Americans for Democratic Action, announced the campaign.

"It is time to reclaim American youth and reinvent our young people in making the critical decisions that will determine their lives," he said.

The registration campaign is called "92 Vote: The Alford K. Lawenstein Voter Registration Drive."

Mr. Lawenstein was a Democratic Congressman from New York. He organized "Registration Summer," a 1972 voter-registration drive aimed at college students and other young people.

That was the first year in which 18-year-olds had the opportunity to vote.

Washington—Americans for Democratic Action, a group that backs liberal causes, started a campaign this month to register

college students to vote in this year's Presidential election.

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Portrait

A Conspiracy Theorist's Assassination Archives



James H. Lesar says that, while subscribing to no one theory about John F. Kennedy's assassination, he's been convinced since 1963 that there was a conspiracy.

By SCOTT JASCHIK

WASHINGTON

Most scholars of John F. Kennedy do their research at the Kennedy Presidential Library in Boston or at the National Archives. But a small number—the "Oliver Stones"—of academics—conduct research at an unusual library here: the Assassination Archives and Research Center.

The center houses documents, books, photographs, and films about political assassinations, ranging from the attempt in 1972 in the life of then-President candidate George C. Wallace to the 1963 killing of Abraham Lincoln. The latter is particularly appropriate, perhaps, since the center is just around the corner from Ford's Theater, the assassination scene.

The bulk of the collection is material on the assassinations of President Kennedy, Robert F. Kennedy, and the Rev. Martin Luther King, Jr. Among the highlights of the collection are more than 100,000 pages of Federal Bureau of Investigation files on President Kennedy's assassination; 50,000 pages of Los Angeles Police Department documents on the Robert F. Kennedy killing; and an index of more than 30,000 names of people linked to intelligence activities.

Controversy Over a Movie

"We have it all in one place and we make it easy to get," says James H. Lesar, president of the center. Amid the controversy over the hit movie *JFK*, journalists and members of the public have been flooding the center with telephone calls, seeking to use the information.

The center is a non-profit organization founded by Mr. Lesar in 1984 as an outgrowth of the Committee to Investigate Assassinations, a group of researchers working to challenge the official explanation of President Kennedy's death. Mr. Lesar and other researchers wanted a central depository for material released by the government in response to requests or lawsuits under the Freedom of Information Act.

The archives are housed in five rooms adjoining Mr. Lesar's law offices. He is the only staff member, and the center's \$24,000 budget, most of which goes to paying the rent, is provided by people who pay \$25 a year in dues or who make contributions.

'A Very Fundamental Event'

Most days, at least before *JFK*, the center receives from five to ten phone calls with research questions and two or three visitors for on-site research.

Mr. Lesar says he does not believe in any one theory about President Kennedy's assassination, but he has been convinced since 1963 that there was a conspiracy. At the time, he was an undergraduate at the University of Illinois at Urbana-Champaign, where in September 1963 he organized that campus's first protest against the Vietnam War.

Asked why he has devoted so much attention to the Kennedy assassination, Mr. Lesar says: "It's a very fundamental event in American political and social history. And it's unresolved."

Since receiving his law degree in 1969, Mr. Lesar has devoted his legal career to helping others file lawsuits to retrieve government documents, a specialty he has used repeatedly on the center's behalf.

The center is now in federal court to try to obtain hundreds of thousands of pages of classified documents on President Kennedy from the FBI and the Central Intelligence Agency.

7 Years to Get FBI Records

Because of his work, Mr. Lesar also helps researchers who are not studying assassinations, but are ingling with the FBI or other federal agencies over access to records.

Jerry D. McKnight, a professor of history at Hood College, praises Mr. Lesar for seven years of working in his behalf in obtaining records from the FBI for a book Mr. McKnight is writing on the bureau's monitoring of Martin Luther King's "Poor People's Campaign."

Says Mr. McKnight: "You really need somebody like Jim because the agencies volunteer nothing and will do everything possible to stonewall."

Scholars who use the center praise its collections. David R. Wrone, a professor of history at the University of Wisconsin at Stevens Point, says the center is "invaluable." He is the author of a bibliography of materials on the Kennedy assassination and is writing a book on the Warren Commission, which investigated the tragedy.

Researchers who use the archives they are frustrated that most academic historians do not share their interest in the Kennedy assassination. Says Mr. Wrone: "The academic world has shut its doors on the murder of John Kennedy. They think it's beneath them."

Herbert S. Parmet, a professor of history at Queensborough Community College and the Graduate School of the City University of New York, says that Mr. Wrone is correct. Mr. Parmet notes that his two-volume biography of President Kennedy pays little attention to the assassination.

Doubt About Revelations

"Academics don't make much of conspiracy theories. They tend to be interested in the forensic that moves nations politically or socially," Mr. Parmet says. "My assumption is that the assassination probably had nothing to do with Kennedy's life or administration."

Mr. Parmet, who has never used the Assassination Archives, says of the center: "If it can stimulate thinking, that's fine, but I doubt it will lead to any great revelations. The substance of that would come from files that are still classified."

Mr. Lesar says he agrees that researchers need to see documents that are still classified. But he says academic historians should stop using that as a reason to shun research on the assassination.

Says Mr. Lesar: "It's the traditional role of scholars to try to ascertain the historical truth, and they haven't done it."

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Doubt About Revelations

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Mr. Parmet, who has never used the Assassination Archives, says of the center: "If it can stimulate thinking, that's fine, but I doubt it will lead to any great revelations. The substance of that would come from files that are still classified."

Mr. Lesar says he agrees that researchers need to see documents that are still classified. But he says academic historians should stop using that as a reason to shun research on the assassination.

Says Mr. Lesar: "It's the traditional role of scholars to try to ascertain the historical truth, and they haven't done it."

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Because of his work, Mr. Lesar also helps researchers who are not studying assassinations, but are ingling with the FBI or other federal agencies over access to records.

Jerry D. McKnight, a professor of history at Hood College, praises Mr. Lesar for seven years of working in his behalf in obtaining records from the FBI for a book Mr. McKnight is writing on the bureau's monitoring of Martin Luther King's "Poor People's Campaign."

Says Mr. McKnight: "You really need somebody like Jim because the agencies volunteer nothing and will do everything possible to stonewall."

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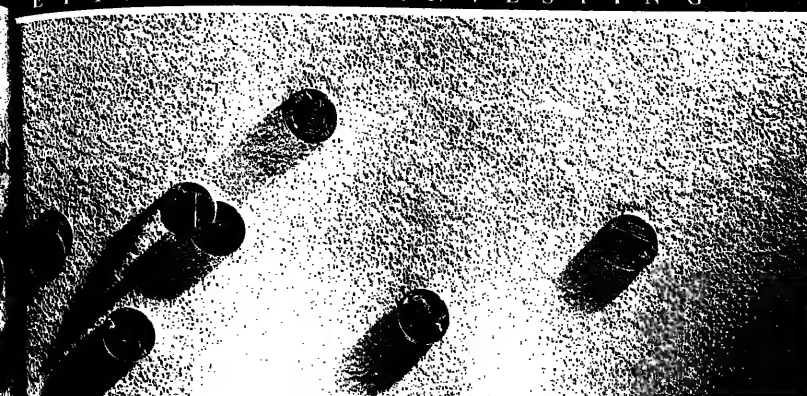
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Scholarship

Scholars Confront Fundamental Question: Which Vision of America Should Prevail?

Multiculturalism issue draws historians into debates over framing the nation's past

By ELLEN K. COUGHLIN

As the issue of multiculturalism has gathered steam over the past few years, historians have been increasingly drawn, as they have not been since the turmoil of the 1960's, into public debates over how to interpret the past, especially America's.

Most often the debates have grown out of controversies over revisions in public-school curricula and textbooks—as has occurred in California, New York State, and Portland, Ore. Sometimes, as on the occasion of the Columbus Quincentenary, discussions have focused on the way certain contested subjects should be understood.

Every case, however, comes down to the same fundamental question: Which version of American history—or, more appropriately, whose version—is the one that should be told?

The latest potential battleground is a recently announced effort, supported by the National Endowment for the Humanities and the U.S. Department of Education, to develop national standards in history for kindergarten through 12th grade. Although the project is still in its infancy, it promises to be a contentious one, involving scholars once again in debate over competing visions of history.

"The first question one has to ask is: Whose values will be imposed?" said Harvey J. Kaye, a historian who is professor of social change and development at the University of Wisconsin at Green Bay.

Series of Key Questions

Although the public debate over multiculturalism is sometimes portrayed in rather stark terms—pitting charges of "Eurocentrism" against counter-charges of "ethnic separatism," for example—few, if any, professional historians are not committed in some degree to a multicultural approach to history.

But for scholars the issue raises a series of key questions about how American history should be conceived: Is the story of America that of a common culture or of many different, perhaps irreconcilable, ones? Given the proliferation, over the last 30 years, of research in women's history, labor history, black history, and the history of other racial and ethnic groups, is it desirable, or even possible, to impose a single narrative line on the story of America's evolution? If such a grand narrative is possible, what should it be?

While there has never been a single, monolithic interpretation of America, until recently many historians have subscribed to a general view of American history as the story of progress toward freedom.

Questions about how to envision American history now that the old view has been seriously challenged can be especially troublesome when they require tangible answers in the form of curriculum outlines or textbooks. The attempt to establish national standards for the teaching of history is certain to raise those questions anew.

In a move announced in mid-December, the humanities endowment and the Education Department awarded a \$1.6-million grant to the National Center for History in the Schools, a curriculum-development center at the University of California at Los Angeles, to formulate "world-class standards in history education." The project was prompted by President Bush's call, as part of his "America 2000" education program, for national standards in several core subjects.

A Common Core of Knowledge

The two-year effort, said Charlotte A. Crabtree, director of the center and a professor in UCLA's Graduate School of Education, will involve a broad-based coalition of teachers, school officials, curriculum experts, academic historians, and others.

Ms. Crabtree, who is a co-author of a framework adopted a few years ago for a

new and others in the press and in academia who have been critical of efforts to emphasize the culture and values of African American, Native American, and other minority groups in college curricula, academic research, and elsewhere.

"I'm not saying that by some means this will turn out to be a bad thing," she said, "but we should be watching it closely."

Questions about how to choose and compose views of American history are perennial, but lately they have become especially divisive, particularly when the issue of multiculturalism comes entwined with the issue of political correctness, as it inevitably does. For example, senior historians and long-time friends and allies—like Vann Woodward, John Hope Franklin, and George M. Fredrickson, all of whom helped pioneer the historical study of race relations—faced off against each other

"A number of critics of the standard version of American history. It has offered a vision of American history that excludes certain groups and the different stories that other groups have to tell."

statewide social-studies curriculum in California acknowledged that the breadth and diversity of current research in history could make it difficult to set standards that are widely agreed upon. But she maintained that defining a common core of knowledge that all American students should possess was not impossible.

"A synthesis can be achieved; it can be done," she said. "Our common culture is constantly being renewed. The problem in the past is that the story hasn't been well told."

The project is so new that many scholars still do not know much about it, but some historians familiar with the effort expressed ambivalence.

Danger of Political Manipulation

"I start with a general philosophical feeling against it," said Kenneth T. Jackson, a professor of history at Columbia University who has been asked to participate in drawing up the new standards. "The concept is at least value free. But the danger is that it can be politically influenced by people on any side in the whole matter, and it can be difficult to find a consensus."

Mr. Jackson, a member of a committee charged with drawing up a revised social-studies curriculum for New York State, last year issued a dissenting opinion on the new curriculum for its overemphasis on ethnic differences in American society.

Mr. Kaye of Wisconsin also fears the danger of political manipulation in writing national standards for history, but he is more decided in his opinion about where it will come from: Bush Administration officials such as new chairman Lynne V. Cheney

and others in the press and in academia who have been critical of efforts to emphasize the culture and values of African American, Native American, and other minority groups in college curricula, academic research, and elsewhere.

Broad Intellectual Issues

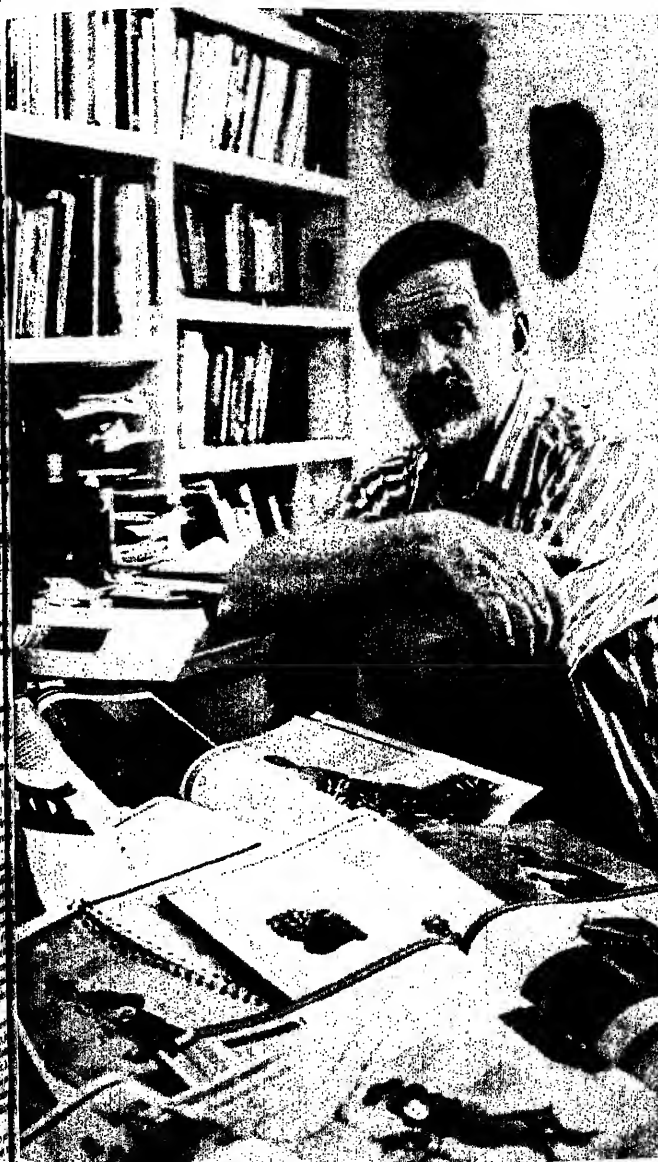
Underlying such debates are broad intellectual issues about where the search of the first few decades has led to the decline of history.

"What we're doing is applying the old principles to American history," said Irvin Painter, professor of history at Princeton University. "People's voices had been muted or silenced, but they can be heard."

Most historians would find that notion unexceptionable, but would disagree about what that means for the teaching of history. Many argue, for example, that the increasing diversity of groups in American society and the need for a more inclusive history should nevertheless be seen as a benefit to the field, but that diversity should not be used to undermine the idea of America as a common culture built on such common principles as liberty, democracy, and equality.

In his book, *The Disuniting of America: Reflections on a Multicultural Society*, published in hardcover by W. W. Norton and Company, Arthur M. Schlesinger Jr. describes the history of "a unique and powerful character based on common principles and shared experiences."

"The point of America was not to serve old cultures," he added, "but to forge a new American culture." Like Mr. Jackson of Columbia, he



Way B. Nash of UCLA: Multiculturalism "will only succeed in bringing about greater openness and sympathy as we can all keep returning to some common values and political ideals that we share."

Cuba Said to Have Nuclear Warheads During 1962 Crisis

Participants in Brown U. project disclose surprising finding

By KIM A. McDONALD

Soviet forces in Cuba during the 1962 missile crisis were armed with nuclear warheads and had the authority to use them against a U.S. invasion. That brought the United States closer to a nuclear war with the Soviet Union than American officials realized.

Details about the confrontation, unknown to anyone in the Kennedy Administration at the time, were revealed last week by participants in a Brown University study of the missile crisis.

Robert S. McNamara, who was Secretary of Defense for Presidents Kennedy and Johnson, said the new information came from Russian officials at a meeting this month in Havana that he and other members of the Brown University project attended.

'Very Frightening' Revelations

Speaking at a press conference here, Mr. McNamara called the disclosures "very frightening," adding that if Nikita Khrushchev, the Soviet premier, had failed to withdraw the missiles from Cuba and an American invasion had been carried out, the outcome would certainly have been a nuclear war.

He said Russian officials had told the group that the Soviet forces in Cuba in October 1962, amounted to 42,000 troops, a much larger number than the 10,000 estimated at the time by the U.S. Central Intelligence Agency.

Mr. McNamara said CIA officials had also told President Kennedy that although missiles and missile launchers had been detected in Cuba by reconnaissance aircraft, they did not believe any nuclear warheads were present.

However, Russian officials said at this month's meeting that the Cubans "possessed 36 nuclear warheads for the 24 intermediate-range missiles that were capable of striking the United States" and an additional 9 tactical missiles and nuclear warheads that were intended to be used against a U.S. invasion, he said.

"We were further informed that the authority to utilize those nuclear warheads had been delegated to the Soviet field commanders in Cuba without further authorization from Moscow," Mr. McNamara added.

"We do not need to speculate about what would have happened had the U.S. attack been launched, as many in the U.S. government—military and civilian alike—were recommending to the President on October 27th and 28th. We can predict the results with certainty."

Tactical Weapons Recommended

Mr. McNamara said he had recommended to President Kennedy that any invasion of Cuba be carried out with tactical rather than nuclear weapons.

"But no one should believe that U.S. ... Continued on Page A11

RESEARCH NOTES

- Retail link to holidays exploited after Civil War, scholar says
- Submerged islands are found near Galápagos archipelago
- Study reveals Asians enjoy education more than Americans

Retail merchants, helped by the advertising industry and trade magazines, began to realize the commercial potential of American holidays after the Civil War, writes a Drew University historian in the current (December) issue of *The Journal of American History*.

Eventually, says Leigh Eric Schmidt, the retail industry began to create holidays or to capture new ones for their own purposes. In the early part of the 19th century, says Mr. Schmidt, holidays like Christmas and Independence Day were still largely religious or civic celebrations. It was only later in the century, with the growth of the retail industry and especially of department stores, that businesses began to see the uses of holidays for promoting consumption.

In his essay, Mr. Leigh examines the evolution of Mother's Day as a key example of the capture of a

holiday by commercial interests. Mother's Day was created by a teacher named Anna Jarvis, who wanted to honor her recently deceased mother. She intended the day to be a spiritual occasion, but the florist industry latched onto it immediately, says Mr. Schmidt.

Jarvis inadvertently abetted the florists' interests by urging, as part of the observance of the first Mother's Day, that everyone wear a white carnation. The innocent suggestion created an unprecedented demand for white carnations, Mr. Schmidt writes, and florists quickly began to broaden the association of flowers with the day. By 1910, he says, the trade magazine *Florists' Review* was urging retailers to promote the decoration of churches, homes, and cemeteries with flowers on Mother's Day.

At first, Mr. Schmidt says, Jarvis was glad of the florists' help in promoting the day. But she became

increasingly unhappy with "profiteering," and in 1920 formally denounced the industry.

—ELLEN K. COUGHLIN

New geological evidence for submerged islands off the coast of South America supports a theory that animals living on the Galápagos Islands may have largely evolved before those islands were formed.

The spectacular ruins of the Galápagos Islands inspired Charles Darwin's theory of evolution. But since Darwin's time, scientists have debated where the species now living on the Galápagos originated and how long it took them to evolve to their present state.

Scientists now generally agree that the species on the three-million-year-old Galápagos Islands are descended from ancestors on the South American continent. But

researchers who have calculated the pace at which species evolve have said that the organisms on the islands would need more than three million years to evolve.

The new geological evidence was based on studies of the submerged islands near the Galápagos archipelago conducted by David M. Christie, an assistant professor of oceanography at Oregon State University and colleagues.

In the January 10 issue of *Nature*, the researchers say that the submerged islands are at least nine million years old and could have served as a home for the ancestors of species that now live on the Galápagos. —DAVID L. WHEELER

A 1990 comparative study of East Asian and American elementary schools has found that Asian children enjoy their education more than American pupils.

"To the amazement of many Americans, the high levels of academic achievement in Asian schools are not the result of rote learning and drill by overburdened, tense young children," says Harold W. Stevenson, a professor of psychology at the University of

Michigan and the leader of a comparative study of American and East Asian elementary schools.

In Asia, Mr. Stevenson says, "children are motivated to learn, and their schools are innovative and interesting."

Mr. Stevenson reported his results of his research at a meeting of the Mathematical Association of America this month.

Mr. Stevenson and colleagues studied elementary schools in Asia, Japan, Taipei, Beijing, and Chicago. In each of these cities, he said, the researchers visited first- and fifth-grade classrooms in 10 to 20 elementary schools and selected six boys and six girls for intensive study. Mr. Stevenson said the teachers prepared by teachers in Asia were more interesting to students than those prepared by American teachers because teachers in Asia have more time at school to prepare their lessons. Japanese teachers in Sendai, for example, averaged 45 minutes per lesson, while American teachers typically run a class for their entire school day and left to plan classes at night on week ends. —B.J.

Scholarship

Multiculturalism Issue Draws Historians Into Debates

Continued From Page A8

Schlesinger, a professor in the humanities at the Graduate Center of the City University of New York, also issued a dissenting opinion on the revised curriculum for social studies in New York.

Other historians are not quite as vocal as Mr. Schlesinger as to the idea of a single American culture, but they do see the importance to American history of certain unifying themes.

"Multiculturalism provides the opportunity to teach kids an inclusive history that will promote mutual respect among people of different religious and cultural backgrounds," said Gary B. Nash, professor of history at UCLA. "But

it will only succeed in bringing about greater openness and sympathy if we can all keep returning to some common values and political beliefs that we share. No curriculum reform can stand in isolation of the social and political world around it. If that world is so deeply fractured that you have no common ground, then multiculturalism will fail."

A Single Story Line?

Mr. Nash is one of the authors of a new series of social-studies textbooks for kindergarten through eighth grade in California. The books have been widely hailed by scholars and educators for their representation of diverse racial and ethnic groups, but have nevertheless been attacked by some critics—Mr. Nash maintained that the number was small—us being the "Eurocentric."

Where Mr. Nash sees unifying threads in the American story, others take a more radical view, arguing that American society is too fragmented to admit of a single core culture or a single story line for its history.

"A number of critics of the standard version of American history say it has offered a vision of American history that excludes conflicts and the different stories that other groups have to tell," said John W. Scott, a historian at the Institute for Advanced Study in Princeton, N.J., who counts herself among such critics. "Those critics are saying that there is no possibility of a single representation of tradition or of the meaning of the American past."

Others agree that old historical

understandings have been badly shaken, though not irretrievably.

"There's no question but that the old grand narrative has been disturbed and we don't have a narrative to put in its place," said Joyce O. Appleby, professor of history at UCLA and president of the Organization of American Historians. But she maintained that such a narrative was possible.

Some say the theme for that narrative may already be apparent in the research on America's minority groups: the long struggle to realize the American ideals of equality and democracy.

"I think we can attempt to tell a single story," said Mr. Kuyie, "but

it should be complex and pluralistic. It may be a theme of struggle about liberty and democracy."

Within the confines of academic, such debates are relatively muted. When they enter the public arena, and begin to involve public officials, newspaper columnists, and others outside the universities, differences appear more stark.

Historians and the Public

Many historians say that it is because the historical research of the last three decades has not fully penetrated the public consciousness, and they blame that on the failure of most scholars to make their more specialized work accessible to a general audience.

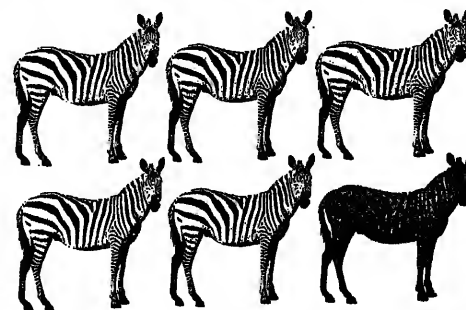
Others point to academic historians' decades-long reluctance to be-

come involved in writing curricula or textbooks for the schools. "It's only in the last half dozen years or so that they have begun rebuilding those bridges," said UCLA's Mr. Nash. If historians had been working with the schools all along, he said, the new research in history would have filtered down to precollege textbooks long before this.

Whatever the problem, said Princeton's Ms. Painter, many of the people outside academe who seem resistant to a more multicultural history often have little or no appreciation of the amount of work and the kinds of questions that are involved in recent historical research.

"Those questions are fundamentally reexamining American studies," she said.

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'Common Knowledge': New Journal Aims to Build Bridges in a Fractured Academic World

By SCOTT HELLER

Margaret Anderson couldn't get to sleep one night in 1914. Deciding it was because she wasn't having any good conversations anymore, she promptly sold all her possessions except for a piano, moved into a tent near Lake Michigan, and founded *The Little Review*, a literary journal that changed America's intellectual landscape for the next 15 years.

It's that maverick spirit that Jeffrey M. Perl says inspired him to

start *Common Knowledge*, a new journal meant to build bridges in a fractured academic world.

"We don't want the profession to continue destroying itself," said Mr. Perl, the journal's editor and the director of humanities at the University of Texas at Dallas. "*Common Knowledge* will be a place where people can experiment, and they can experiment in peace and quiet."

The *Little Review* published the first excerpts of James Joyce's

Ulysses in this country. For a while, Ezra Pound served as its European editor.

Common Knowledge aims to jump-start stalled conversations in the humanities and social sciences. The interdisciplinary journal will publish scholarship in intellectual history and cultural studies, and will avoid political polemics and "fratricidal partisanship," its editors say.

First Issue in March

The first issue, due out in late March, will include pieces by the philosophers Bernard Williams and Richard Rorty, the feminist historian Elizabeth Fox-Genovese, and the cultural critic Greil Marcus. The issue also includes poetry by Denise Levertov, a portion of a novel by the feminist psychoanalyst Julia Kristeva, and the previously unpublished notebooks of the poet Henri Colette.

Oxford University Press will put out the journal three times a year. Mr. Perl said it was meant as a forum where scholars of varying political and intellectual stripes could talk to each other and to a wider audience. He said it was needed because too many scholarly outlets are strictly political and appeal to limited groups.

The new journal comes at a time when the work of left-wing scholars is increasingly under attack as arcane and divisive, if not nihilistic. Several academic journals that appeal to a general audience are neo-conservative.

Recently, a handful of new journals have committed to reaching a broad audience. They include *The American Prospect*, *The Responsive Community*, and *Contention*.

In a brochure announcing *Common Knowledge*, the editors wrote: "The idea that intellectual life is composed of 'issues' and that issues are shaped like battlefields or game boards—with 'sides' that

one must 'take'—is at best obsolete and impractical."

While the journal has no party line, Ms. Fox-Genovese, a member of the editorial board, said it would not endorse the idea that all intellectual questions are reducible to autobiographical dimensions, such as race, gender, or sexuality. She said the journal would try to define what kinds of knowledge and experiences are shared. "It is still possible to talk of the human condition," she added.

Ms. Fox-Genovese said it would stand in contrast to journals that are associated with theories of postmodernism, which many scholars argue are overly theoretical and offer no practical program for social change.

"We're living in a postmodern world," she said. "But postmodern theory and the politics of identity don't necessarily represent the best way to come to terms with that world."

A Tenure Denial

Mr. Perl denied that the journal was meant to turn back the clock. Members of the editorial board, he said, are central to current debates about politics and culture, but they remain skeptical about how quickly the new orthodoxy are being adopted.

Mr. Perl began thinking about the journal while teaching at Columbia University. He came to the University of Texas after being denied tenure, in part, he said, because his scholarship, on T. S. Eliot's philosophical writings, did not adhere to particular party lines.

Common Knowledge's editorial board includes many European intellectuals, but few African and Asian scholars who have fueled debates over multiculturalism in the college curriculum. It also includes a heavy dose of the so-called linguistic-turn philosophers, who are extremely skeptical about grand

claims to truth and reality. "We are a pretty radical bunch," said Mr. Perl.

Ms. Fox-Genovese said the journal was being produced by a "second generation" of intellectuals. "We're not old left and we're not young radicals," she said. "This generation that lived the 1960s feminism and black militancy but who had been educated by people who did not live the things."

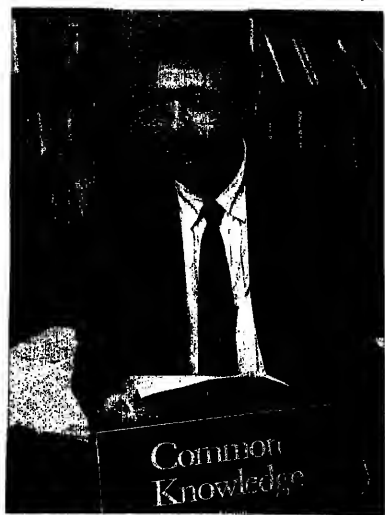
Calls for Papers

Instead of a statement of purpose in the inaugural issue, the journal will have a list of topics that authors are invited to see the journal handle. The editors include articles that:

- Reexamine how to make judgments about works of art and culture.
- Explain how and when ideas are change their mind about the intellectual and theoretical world.
- Discuss the history of postmodernism and nationalism, and offer alternative alternatives to both.
- Explore the psychological concept of "ambivalence" and how it can be used to understand the historical and cultural change.
- Challenge the idea of Europe as a single cultural and political entity.

Mr. Perl said the journal would experiment with different formats. Several people will review and edit the work. Some articles will be reviewed by a panel of book publishers.

Six columnists will write regularly on topics they choose. In the first issue, Mr. Rorty, professor of humanities at the University of Virginia, urges fellow scholars not to confuse changing the curriculum with the need for technological innovations to world problems and hunger and overcrowding.



Jeffrey M. Perl, editor of "Common Knowledge." "We don't want the profession to continue destroying itself."

DIGITAL AND IOWA STATE THINK BIG

Dr. Martin C. Hicks,
President,
Iowa State University

George Strauss,
Director of the Computation Center,
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facility, it only takes about six people to support it. Besides the savings from not having to add more staff, faculty members are able to address new classes of research problems more productively and more effectively.

Dr. Martin C. Hicks, President of Iowa State University, says the university's decision to partner with Digital was a giant step in campus-wide workstation management.

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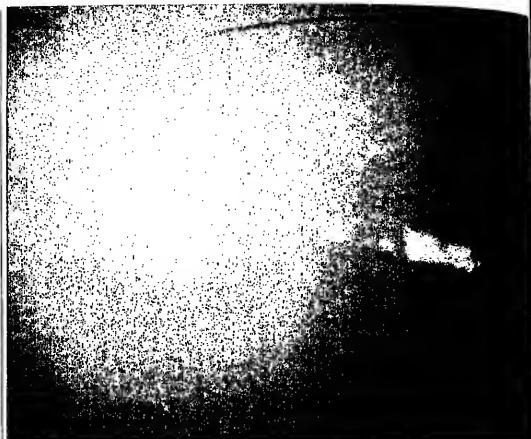
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In this photograph, the disk of hot gas flowing into the black hole appears as a bright spot at the galaxy's core. Extending from the core is the long jet of plasma.

Space Telescope Produces Image of Matter Near Black Hole

ATLANTA — A team of astronomers has obtained a picture of what appears to be a large concentration of fiery matter flowing into an extremely massive black hole.

The photograph, which was constructed from infrared images ob-

tained by the Hubble Space Telescope, was released this month at a meeting here of the American Astronomical Society.

The photograph (above) shows an extremely bright central core of matter within a giant elliptical galaxy known as M87, and a thin "jet"

of hot, electrically charged gas emanating from the core.

The team of astronomers, led by Tod R. Lauer of the National Optical Astronomy Observations in Tucson, Ariz., said the jet shows the stars in M87 increasing more concentrated toward the center, as if drawn inward by the gravitational pull of a massive black hole.

Mr. Lauer emphasized that the photograph alone does not conclusively prove the existence of a black hole.

"It looks like a duck, but we haven't heard it 'quack' yet," he said.

The astronomers noted that the calculations, which will need to be confirmed by additional observations, suggested that the black hole exists within the galaxy. It is about 2.6 billion times as massive as our sun.

5,000 Light Years From Core

Scientists believe matter falling into a black hole becomes extremely hot and radiates energy as it accelerated to near the speed of light by the black hole's gravitational tug.

In M87, the photograph suggests that this matter has formed around the inferred black hole, a disk of hot, electrically charged gas, or plasma, whose emissions can be seen as the bright spot in the photograph.

The astronomers believe the central disk is the source of the plasma jet that can be seen extending 5,000 light years from the core. A light year, the distance over which light travels in one year, is nearly 5.9 trillion miles.

M87, which is located in the constellation Virgo, is about 52 million light years from Earth and contains about 100 billion stars. It is one of the brightest galaxies in the nearby region of the universe and can be seen with a small telescope.

—KIM A. McGRATH

Scholarship

NEW SCHOLARLY BOOKS

Compiled by NINA C. AYOUB
The following list has been compiled from information provided by the publishers. Most of the books are scheduled for release this month, but publication dates—as well as prices and numbers of pages—are sometimes approximate and are subject to change without notice. Some publishers offer discounts to scholars and to people who order in bulk.

ANTHROPOLOGY

The Life and Times of Dorothea Alexander: Culture and History in the Upper Amazon, by Bruce M. Wilson (Rutgers University Press, 200 pages, \$40). Combines a study of the Amazonian region of Ecuador with the history of a Quichua Indian elder, as well as a study of the history of the Amazonian region.

ARTS AND ARCHITECTURE

Baroque's Poetic Space: Architecture of Light and the Renaissance of the Baroque, by Christopher Lasch (Harvard University Press, 200 pages, \$40). Shows how the baroque house's design and construction reflect intellectual, political, and other aspects of its architect's career.

CLASSICAL STUDIES

The Poem of Empedocles: A Text and Translation with a Commentary, edited by David G. White (University of Toronto Press, 320 pages, \$45 U.S.). Edition of the text of the Greek philosopher who lived during the fifth century B.C.

COMPARATIVE LITERATURE

International Transition in an Integrated World, by Jacob Zuckerman (University Press, 200 pages, \$20). Examines the relationship between international capital and the flow of international capital and the flow of international capital and the flow of international capital.

CRITICAL THEORY

Modern and Postmodern: A Text and Translation with a Commentary, edited by David G. White (University of Toronto Press, 320 pages, \$45 U.S.). Edition of the text of the Greek philosopher who lived during the fifth century B.C.

ENVIRONMENTAL STUDIES

Environmental Transition in an Integrated World, by Jacob Zuckerman (University Press, 200 pages, \$20). Examines the relationship between international capital and the flow of international capital and the flow of international capital.

GENERAL LITERATURE

The Poem of Empedocles: A Text and Translation with a Commentary, edited by David G. White (University of Toronto Press, 320 pages, \$45 U.S.). Edition of the text of the Greek philosopher who lived during the fifth century B.C.

The Soviet bureaucracy to modify its education-reform efforts during the period. **The People of the South: A Poem**, by Robert D. Hume (University Press, 200 pages, \$20). Traces the history of the fourth largest ethnic group in the West African country.

The Military Order from the Twelfth to the Early Fourteenth Centuries, by Alan F. Wright (University of Toronto Press, 274 pages, \$40 U.S.). Hardcover, \$18.95 U.S. paperback. Discusses the Knights Templar, the Teutonic Knights, and other military orders formed during the period.

The New Democracy: Challenging the Social Order in Industrial Ontario, 1854-1928, by James Naylor (University of Toronto Press, 336 pages, \$55 U.S. hardcover, \$18.95 U.S. paperback). A study of labor unrest and working-class politics in southern Ontario.

Simple Democracy and Common Sense: The Southern Conference Educational Fund, 1937-1952, by Larry E. Holmes (Indiana University Press, 214 pages, \$25). Shows how parent and teacher resistance caused

the Soviet bureaucracy to modify its education-reform efforts during the period. **The People of the South: A Poem**, by Robert D. Hume (University Press, 200 pages, \$20). Traces the history of the fourth largest ethnic group in the West African country.

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HISTORY OF SCIENCE

In the Wake of Galileo, by Michael Segre (University Press, 193 pages, \$20). Examines Galileo's influence on Italian science in the decades after his death in 1642.

LINGUISTICS

Blackfoot Grammar, by Donald G. Frantz (University of Toronto Press, 199 pages, \$45 U.S.). A description and analysis of Blackfoot, a North American Indian language of the Algonquian family.

LITERATURE

Chaucer and His French Contemporaries, by James E. Wilson (University of Toronto Press, 274 pages, \$50 U.S.). Focuses on links between Chaucer's poetry

and that of the French writer Oton de Graven. **Collected Works of Erasmus: Volume 3: Adages**, by Erasmus (University of Toronto Press, 479 pages, \$100 U.S.). Translation of the third 300 of the more than 4,000 adages collected by the Dutch Renaissance scholar.

The Paradoxes of the Middle Ages: Jewish Culture, by Ruth K. Wise (University of Washington Press, 146 pages, \$20). A study of Isaac Leib Peretz (1852-1915), a Polish writer who sought to use Yiddish literature as a means of promoting cohesion in the Jewish community.

Marxism, Psychoanalysis, and the Economy of Theoretical Explanation, by Thomas Carrell (University of Pennsylvania Press, 341 pages, \$28.95). Describes the psychological, social, and political exchanges "negotiated" between plays and their audiences in the Elizabethan era.

Martha Chapman and Austen: Culture, Psyche, and Person in Modern Women, by Cheryl Walker (Indiana University Press, 240 pages, \$27.50 hardcover, \$14.95 paperback). Explores the stylistic self-image projected by six American poets—Louise Bogan, Hilda Doolittle, and others.

Continued on Following Page

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Forthcoming!

ENDURING SCHOOLS

Expendit? Yes. Excellent? No.
Rita S. Brown, Fordham University, New York City

This book provides a compelling argument for school reform of greater magnitude than the classroom itself. Based on twenty years of research and personal experience, this macro-ethnography identifies the many influences on school practices, despite their detrimental effects on students—and ultimately our society at large. Throughout the study the author considers the perspectives of parents, students, teachers, administrators, architects, school boards, and school district officials.

February 1992 • 224 pages
0-75070-012-2 Hardcover \$75.00
0-75070-013-0 Softcover \$26.00

Forthcoming!

TEACHERS AND TEACHING

From Classroom to Reflection
Edited by Tom Russell and Hugh Munby,
Queen's University, Kingston, Ontario, Canada

This unique collection of research presents recent developments in teacher education within the USA, Canada, UK, and Austria in the areas of reflection, case studies, narratives, and action research. The book emphasizes new ways of bringing together the practice of teaching and research, and intends to raise the status of teaching. The authors have extensive experience in the area of teacher education and are striving to empower individual teachers to take charge of their own professional development.

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Michael Fullan, University of Toronto, Canada, and
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NEW SCHOLARLY BOOKS

Crossed From Previous Page
 DuPont, Amy L. (ed.). *St. Vincent Millay, Sara Teasdale, and Eleanor Wylie: Mooring and Midwinter Figures of Culture and Gender in Black Women's Literature*. By Karin P. C. Hollaway (Rutgers University Press, 216 pages, \$36 hardcover, \$14 paperback). Focuses on Toni Morrison's *Beloved* and Plura Novato's *Eliza* in a study of the work of contemporary black female writers in the United States and West Africa.

Newspaper Days, by Theodore Dreiser, edited by T. D. Nussbaum (University of Pennsylvania Press, 635 pages, \$49.95). Unexpurgated edition of the American writer's memoir of his life as a journalist in Chicago, St. Louis, Pittsburgh, and New York in the 1890s; restores passages that were cut for reasons of social frankness before the 1922 publication of the work as *A Book About My Life*.

Oliver Schreiner's Stations: Landscape and Power, by Gerald Moushous (University Press of Virginia, 201 pages, \$25). A critical study of the South African writer and feminist who lived from 1859 to 1920.

Petrarch's Rhetoric for Fortuna Fair and Fair: A Modern English Translation, by "On the Italian Renaissance," with a Commentary, by Conrad H. Russell (Indiana University Press, five-volume set, 1,282 pages and costs \$379). Translation of the 14th-century Italian poet's treatise.

Poets, Politics, and Politics: America's Literary Community Moved from the Letters of Ralph Waldo Emerson, 1840-1860, edited by Richard Gilman and Jeffrey Paul (Urbana University Press of Kansas, 320 pages, \$35). Edition of the correspondence of the American poet, translator, and critic, whose friends in the literary community included Ralph Waldo Emerson, Theodore Roosevelt, and Edmund Wilson.

Revealing the American South: The Letters of Basil L. Gildersleeve, edited by John Matthews (Ohio University Press, 278 pages, \$34.95). Annotated edition of letters by the 20th-century American book collector and dealer.

Reverend's Reflections, 1800-1823, by Orestes N. Sienor (Northern Illinois University Press, 212 pages, \$30). Uses the works of the writer Alfred Ransom to trace the Ransom novel's mission from the realist to the modernist.

Search for a Father: Gender, Nationality, and the Question of Empire, by Robert Harvey (University of Michigan Press, 248 pages, \$32.50). Considers the relationship of the recurrent theme of patriarchy in Sartre's fiction, drama, and political writings.

The Shifting Portraits of William Faulkner: A History of Criticism as a Creative Act, by Jeffrey L. Sammons (Camden House, 165 pages, \$36). Traces changes in the literary reputation of the German novelist who lived from 1897 to 1930.

The Strains of Belated Americanism: The Holocaust Novel, by David Patterson (University Press of Kentucky, 180 pages, \$24). Dives into the theory of Michael Bakhtin in a study of more than 30 writers of Holocaust novels.

Structure from the Within in the "Center of the Mind", by James F. Burke (University of Toronto Press, 239 pages, \$55 U.S.). Attempts to shed light on the origins of a medieval Spanish epic poem, whose date and authorship have been a matter of debate; argues that the unknown poet's reading of the medieval text about the heretics 12th-century training in the basic values of the medieval educational division known as the *trivium*.

Transatlanticism and Texts: O. B. Shaw's "Buckram Alliance", by Steven Joyce (Camden House, 138 pages, \$35). A critical study of the Irish dramatist's last work, which includes an analysis of Shaw's relationship to German translation of the work.

Worship, Reading, Knowledge: Telling the World, by Susan Rudy Dorschner (Urbana University Press of Kansas, 320 pages, \$35). Edition of the correspondence of the American poet, translator, and critic, whose friends in the literary community included Ralph Waldo Emerson, Theodore Roosevelt, and Edmund Wilson.

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Reverend's Reflections, 1800-1823, by Orestes N. Sienor (Northern Illinois University Press, 212 pages, \$30). Uses the works of the writer Alfred Ransom to trace the Ransom novel's mission from the realist to the modernist.

Neural Nets in Electric Fish, by Walter P.

Heiligenberg (MIT Press, 176 pages, \$37.50). A study of the "jumping avoidance" response in *Electrophorus*, a genus of electric fish.

PHILOSOPHY

The Sounds of Logic: A Generalized Viewpoint, by Gila Sher (MIT Press, 160 pages, \$27.50). Dives on the work of the Polish logician Alfred Tarski to develop a theory of the sound and nature of logic.

Philosophy and the Arts: The Interplay, edited by Robert Cummins and John Pollock (MIT Press, 320 pages, \$29.95). Includes original essays on the theory of rationality in philosophy and artificial intelligence research.

POLITICAL SCIENCE

Federalism and Health Systems in Canada and Australia, by Gwendolyn Gray (University of Toronto Press, 201 pages, \$30 U.S., hardcover, \$19.95 U.S., paperback). Compares health-policy implementation in two federal systems that vary greatly in degree of centralization.

Most Dangerous: Family and Morality in the Twentieth Century, by Martin Durham (New York University Press, 209 pages, \$26). Discovers political controversies over abortion, sex education, and related issues in two federal systems that vary greatly in degree of centralization.

The Political Economy of National Security: A Critical Perspective, by Elinor Norberg-Kant (University of South Carolina Press, 232 pages, \$19.95). Examines the impact of the defense sector on economic performance, industrial policy, and international economic relations.

PSYCHOLOGY

Computational Models of Visual Processing, edited by Michael S. Landy and J. Anthony Movshon (MIT Press, 432 pages, \$35). Presents original essays on the use of computational models in the study of visual function.

RELIGION

Church and Culture: German Catholic Theology, 1880-1914, by Thomas F. O'Meara (University of Notre Dame Press, 260 pages, \$35.95). Focuses on the

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work of Carl Jung, Paul Schanz, M. J. Scheeben, Herman Schell, and Alois Schull.

Bill and the Mystery: The Tale of a Mystery, by Michael Schull (University of Toronto Press, 235 pages, \$45 U.S.). Examines how Johannes Vermeer, Rembrandt, and others in the mystical tradition have responded to the theological problem of evil.

Parables and Politics: Evangelical, Testimony, and Politics in Central Africa, by V. Y. Mudimbe (Urbana University Press, 238 pages, \$27.50 hardcover, \$19.95 paperback). Examines the relationship between oral tradition, belief in the mythology and mythology of the Lake people of Zaire.

SOCIOLOGY

Good Guys, Bad Guys: The Self-Interest Illusion and the Work, by Kathy Cavan (Harcourt University Press, 311 pages, \$24.95). Examines the complex relationship between work, money, and other choices.

THEATER

Theatre, Theory, Postmodernism, and the Body, by Thomas F. O'Meara (University of Notre Dame Press, 260 pages, \$35.95). Focuses on the

Personal & Professional

Officials at the College of Staten Island were working to remove a professor's tenure as last month's issue of "Warily Fair" was hitting the newsmen with a scathing article about his alleged misconduct in his former role as a priest.

Don Cline had taught at Staten Island, a unit of the City University of New York, for four months as a distinguished professor of Italian-American studies when, last May, new organizations in New York and Louisiana reported allegations about his past life as a New Orleans parish priest and Tulane University professor. The reports alleged that Mr. Cline had sexually exploited young men in the 1980s and collected rents of child pornography.

Staten Island officials quickly named Mr. Cline from his teaching post to a position at the CUNY Press and dropped his "distinguished professor" title, which had added an annual \$20,000 bonus to his \$70,000 salary.

College officials say they didn't know about the allegations against Mr. Cline or even that he was a priest when they hired him. "We got lamed, but not by Tulane," says Barry Brasher, vice-president for academic affairs. He says he believes Tulane officials were being misled when they told him they didn't know about the allegations. In May, authorities in New Orleans charged Mr. Cline with possession of pornography involving juveniles, but a district court judge threw out the charge this month. The district attorney's office plans to appeal. Mr. Cline also faces two civil lawsuits filed by men who claim he coerced them to have sex with him when they were minors.

Richard J. Shaker, a self-described "cryptology chauvinist." "I work for a wonderful agency that does marvelous things I cannot tell you about."

By DAVID L. WHEELER
 After receiving his Ph.D. in mathematics from the University of Chicago in 1968, Richard J. Shaker virtually vanished from the discipline.

Although his former academic colleagues might have seen him occasionally at mathematics meetings, few knew what he was working on.

In 1987, Mr. Shaker surfaced again. As the chief of the Office of Mathematical Research at the National Security Agency, he and his colleagues invited 100 university mathematicians, who received only a cursory security check by NSA standards, to visit what he calls "the puzzle palace."

Making and Breaking Codes
 Officials are tight-lipped about the agency's purpose. "I work for a wonderful agency that does marvelous things I cannot tell you about," Mr. Shaker says. But it's not hard to ascertain that cryptology, the science of breaking and making secret codes, is central to that purpose. Mr. Shaker, in fact, describes himself as a "cryptology chauvinist."

Mr. Shaker's colleagues outside the agency say his passion for mathematics Continued on Page A20

Long-Secretive Agency Begins to Come In From the Cold

Encouraging more openness, its head of math research is inviting academics to his puzzle palace

FELLOWSHIPS

ANNOUNCEMENT OF A NEW FELLOWSHIP PROGRAM
 American Council of Learned Societies Fellowships in Humanities Curriculum Development

The American Council of Learned Societies (ACLS) announces the availability of fellowships in the humanities for college faculty with a particular commitment to curriculum development. The program is open to faculty from a local school district. A maximum of eight grants of up to \$15,000 each will be made to college faculty members each year for non-renewable one-year terms beginning fall 1992 for the 1992-93 academic year.

The purpose of the ACLS Elementary and Secondary School Curriculum Development Project is to improve the teaching of the humanities in the public schools through the development of curricular materials reflecting current and emerging understandings of the humanities at the post-secondary level. This is to be done by means of the creation of a national network of public school teachers, college faculty members, and senior research scholars collaborating in seminars at selected major research universities.

Two grants for college faculty at each of four sites will be awarded for the 1992-93 academic year. Two fellows will work with public school teachers and with a senior humanist at each of the following institutions: the University of California, Los Angeles; the University of California, San Diego; Harvard University; and the University of Minnesota.

Eligibility Criteria

We are looking for committed post-secondary teacher-fellows willing to participate in the seminar on an equal footing with the public school teacher-fellows and continue after the seminar to serve as a resource to their teachers and their schools.

The Post-Secondary Fellows will commit themselves to continuing collaboration with the schools and the ACLS network, and, in addition, to produce two documents: a report of their fellowship year and an essay, suitable for publication in an annual ACLS compilation of scholarship from the project.

Requirements and Restrictions

- Applicants are required to be tenured and hold the Ph.D. or comparable professional qualifications.
- Applicants are required to show evidence of a special commitment to teaching.
- Applicants' homes or home institutions must be within reasonable commuting distance of the research university hosting the ACLS Seminar and its cooperating local district.
- This fellowship may not be held concurrently with any other major fellowship or grant.

Application Process

To request a complete project description and an application form please write to: Fellowships Office, American Council of Learned Societies, 228 East 48th Street, New York, NY 10017-3598.

In the administration of its fellowship and grant programs, the ACLS does not discriminate on the basis of age, color, creed, disability, gender, marital status, national origin, race, or sexual preference. Membership in any constituent society of ACLS has no bearing on eligibility.

Lead funding for this program has been provided by the Pew Charitable Trusts.
 Postmarked Deadline for Completed Applications: February 29, 1992
 Decisions will be announced in April, 1992.

American Philosophical Society Library
 MELLON RESIDENT RESEARCH FELLOWSHIPS, 1992-1993

The American Philosophical Society Library is accepting applications for short-term residential fellowships for conducting research in its collections. The Society's Library, located near Independence Hall in Philadelphia, is a leading international center for research in the history of American science and technology and their European roots, as well as early American history and culture. The Library houses over six million manuscripts, 186,000 volumes, and thousands of maps and prints. Outstanding historical collections and subject areas include the papers of Benjamin Franklin, the American Revolution, 18th- and 19th-century natural history, western scientific expeditions and travel, the Pease-Sellers papers, American Indian languages, anthropology, the papers of Charles Darwin, genetics and eugenics, biochemistry, physiology, biophysics, 20th-century medical research, and modern physics.

The fellowships, funded by The Andrew W. Mellon Foundation, are intended to encourage research in the Library's collections by persons who reside beyond a 50-mile radius of Philadelphia. The fellows are open to both U.S. citizens and foreign nationals who are holders of the Ph.D. or the equivalent. Ph.D. candidates who have passed their preliminary exams, and independent scholars. Applicants in any relevant field of study are eligible. The stipend is \$1,800 per month, and the term of the fellowship is a minimum of one month and a maximum of three, taken between June 1, 1992 and May 31, 1993. Fellows are expected to be in residence during the period of their award.

There is no special application form and this notice provides all the essential information needed to apply. Applicants should submit the following: (1) cover sheet stating name, biographical data, (2) expected period of residence, (3) institutional affiliation, (4) mailing address, (5) telephone numbers, and (6) social security number; (2) a letter (not to exceed three single-spaced pages) which briefly describes the project, states the specific relevance of the American Philosophical Society's collections to the project, and indicates expected results of the research (such as publications); (3) a c.v. or resume; and (4) one letter of reference (doctoral candidates must use their dissertation advisor). Published guides to the Society's collections are available in most research libraries, and a list of these guides is upon request. Applicants are strongly encouraged to consult the Library staff by mail or phone regarding the collections.

Address applications or inquiries to: Mellon Fellowships, American Philosophical Society Library, 105 South Fifth Street, Philadelphia, PA 19106-3386. Telephone: (215) 440-3400.

Applications must be postmarked no later than March 1, 1992. Notice of awards will be mailed no later than May 1, 1992.

Colleges Tighten Employee-Benefit Programs as Costs Rise Dramatically

Continued From Page A1

ing of costs between the employees and the institution is fair."

Here are some of the changes in benefits that colleges are considering:

- In a trend that began several years ago and is growing stronger, more institutions are raising the premiums, deductibles, and co-payments that employees pay for health insurance. Among the institutions that have done so in recent months are Johns Hopkins, the University of Miami, Stanford University, and Mount Holyoke College.

- A growing number of colleges are moving away from the traditional, but expensive, "indemnity" health plans that allow employees to choose their own physicians. Instead, they are adopting "managed-care" plans, which, broadly defined, refer to any network of health-care providers that manages access to care and offers discount arrangements if employees go to certain doctors and hospitals. Some colleges require employees to pay more for an indemnity plan than for cheaper plans affiliated with health-maintenance organizations.

- Some universities with medical schools and hospitals are setting up health-care networks for their employees using their own facilities and doctors. The University of Miami has already done so, while Stanford and Johns Hopkins are considering the approach.

- Some colleges are limiting coverage for expensive types of care. Georgetown University, for example, reduced coverage this year for inpatient treatment of substance-abuse and mental-health problems, and improved the benefits for outpatient care.

- The Financial Accounting Standards Board, which sets standards for companies and private institutions, will require some colleges and other employers beginning in 1993 to account in their budgets for the total anticipated cost of providing medical benefits to current and future retirees. As a

result, some colleges may limit coverage for retirees or ask them to contribute more to their medical plans.

- As they did in the 1980s, many public and private colleges are aggressively offering early-retirement incentives as a way to reduce their work force and cut costs. Among them are the Universities of Connecticut and Missouri, and Harvard University.

- Financial pressures are forcing some colleges to hold off on expanding benefits. Mount Holyoke College, for instance, is putting off plans to expand disability and life insurance benefits. Others are slowing plans to offer less-traditional benefits such as child-care programs.

"I'm not hearing of any universities adding any new benefits. We're all trying to do things to control costs."

Not every institution is making changes in benefits. At colleges with health-care plans tied to those offered by a state, costs are not usually being shifted to employees. When it comes to retirement benefits, few colleges are thought to have made cost-cutting moves. However, some states, faced with budget shortfalls, have been cutting back or deferring contributions to public pension systems, raising concerns among college employees.

A Shift in Philosophy

Whatever the case, many personnel managers say they see a shift in philosophy about benefits. In the past, employees have usually expected the employer to take care of benefits, said John M. Toller, director of personnel for the University of Connecticut. That's changing.

"The responsibility is a shared

one," Mr. Toller said. "Right now that sharing is not widely included in medical or other benefits plans. But it will be in the future: not only shared costs, but shared involvement in developing benefits."

While unions find the trends troubling, employees don't always recognize to what extent their benefits are being eroded, said Mark C. Blum, associate director of collective bargaining for the American Association of University Professors. The AAUP is preparing a new survey to obtain more information about what is happening to health-care benefits.

The most prevalent trend in collective bargaining today, Mr. Blum said, is employers' seeking to reduce their contribution to health plans. Some campus chapters of the AAUP have been successful in fighting efforts to shift costs to employees. "More and more, we're seeing faculties involved in developing health-cost-containment strategies together with administrators, because there really is a common interest," Mr. Blum said.

An Upward Spiral

A 1990 survey of retirement and insurance benefits shows the upward spiral of benefits costs. It found that colleges spent, on average, about 11 percent of their payroll budget—or \$6,206 per employee per year—on benefits in 1989, the most recent year for which data were collected. By comparison, in 1987, that same figure was 19.7 percent—or \$4,896 per employee per year. The survey of 634 institutions was conducted by the Teachers' Insurance and Annuity Association and College Retirement Equities Fund, higher education's largest pension companies.

The survey also found that from 1977 to 1989, the proportion of an institution's payroll budget going to health-care costs alone had nearly tripled—from an average of 2.2 percent to 6.1 percent. (Included in the 21-percent figure that colleges spent on benefits in 1989 were 5.9 percent for social security and 8 percent for pension plans.)

Despite the cost increases, colleges lag behind the corporate sector in making changes in benefits such as shifting costs to employees, according to private benefits consultants. That's partly because colleges have a more collaborative and slower decision-making process, the consultants say.

"Colleges are just now starting to try to catch up with what most of the corporate sector has been doing for a number of years in health care," said Robert S. Taylor, a specialist in health-care issues for the Wyatt Co., a consulting firm.

Until this year, employees at the University of Miami had to pay health-care premiums only for their dependents. Effective January 1, they began paying part of the premium for their own coverage, as well. In one of the university's

more expensive plans, the premium for individual coverage rose from zero to \$75 per month. Employees who belong to some of the university's health plans that use its own medical facilities and doctors affiliated with its medical school. Employees in the plan can go to health-care providers outside the university network, but they must pay more to do so.

Some employees view the "managed-care" plans as a "diminution of benefits," Mr. Greenfeder said. "People are used to choosing their own medical providers." But the national trend is toward managed care, he said.

Premiums Are Increased
At Johns Hopkins, officials conducted an extensive benefits review last spring in an effort to stem increasing health-care costs, and they involved faculty and staff members in the process. The results: Beginning this month, the premiums that employees pay for health insurance were increased. The university sought to soften the impact on lower-paid employees, said Frank P. Kellner, director of benefits administration at Johns Hopkins. "We implemented a sur-

Stanford Employees Angry Over Plan to Impose Health-Insurance Charges

STANFORD, CALIF. Last fall, Stanford University proposed that employees pay—part of the premium for their individual health insurance. Officials said they hoped the change would make people more cost-conscious and would enable the university to lower the premiums paid by employees with families. "We are very competitive for employees who need individual coverage only," Mr. Franklin said, "but we are less competitive for those who want to cover dependents under their plan."

Stanford officials say that all employees and retirees pay from \$25 to \$31 per month for individual health insurance. In the past, Stanford employees paid a share of the premium only if they had dependents covered under their health-insurance plan.

Many employees felt the administration had proposed the new fees without adequately consulting them, said Glenn M. Peacock, manager of a computer network in Stanford's medical center. "We were all hired under what we thought were a set of obligations on the part of the university, and suddenly those obligations were being tossed aside," he said.

Higher Costs for Families

A campus committee made up of faculty and staff members had been looking for ways to curb health-care costs. The administration proposed the new fees to the committee, which reached a consensus that they were fair.

Many employees apparently disagreed. Anger over the new payments seems to be more widespread among staff members than among faculty members, observers say. Some staff members, including Mr. Peacock, even formed a group called Stanford Employees for Equity to fight the fees.

One rationale behind the pay change, according to Mrs. Franklin, benefits manager at Stanford, is that people would pay more attention to the overall cost of health care if they had to contribute to it.

Officials also thought the change would enable the university to lower the premiums paid by employees with families. "We are very competitive for employees who need individual coverage only," Mr. Franklin said, "but we are less competitive for those who want to cover dependents under their plan."

'Paternalism' Charged
Many unmarried employees denounced the university's "paternalism," and said they shouldn't have to subsidize another employee's decision to have children. Stanford officials say that's not the case. "The days of the health care, unfortunately, are over," wrote Barbara Butterfield, vice-president for human resources, in a university newspaper.

In an effort to find a middle ground, the administration met with small groups of employees. Officials offered a range of compromises to the original proposal: requiring monthly fees of \$25 to \$30, and are expected to announce the decision in February. In the meantime, the university has created an Employee Resource Center for staff members—similar in concept to the Faculty Senate—to give them a voice in benefits and other issues.

Whatever the outcome, Stanford officials say it will definitely involve new fees. "We are committed to having all participants in our health plan make some contribution, and we'll do so," Mr. Franklin said. "What's up for discussion is whether it should be \$30 or \$15 or \$10 per month."

—DENISE K. MAGUIRE

Personal & Professional

cost in 1991 and by only 5 per cent in 1992.

In addition, this year for the first time the university is offering a "managed-care" health plan that uses its own medical facilities and doctors affiliated with its medical school. Employees in the plan can go to health-care providers outside the university network, but they must pay more to do so.

Some employees view the "managed-care" plans as a "diminution of benefits," Mr. Greenfeder said. "People are used to choosing their own medical providers." But the national trend is toward managed care, he said.

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charge to people who earn more than \$50,000 a year pay more toward the cost of their medical plan than those under \$50,000," he said.

Two or three years ago, a lot of colleges were putting in flexible-benefit programs to contain costs, but that trend seems to have dropped off in the past year, said Pat Richter of Hewitt Associates, a consulting firm on benefits and salaries. But, she said, interest seems to be growing again. A flexible-benefit package generally gives employees a budget to spend on benefits and allows them to make choices based on their own needs.

Early-Retirement Benefits
Colleges that are struggling with budget shortfalls often use early-retirement benefits to help them reduce the size of their work force and avoid layoffs. Institutions run into problems, however, in using such programs, said Mr. Toller of Connecticut, which is offering early-retirement incentives as part of a state-wide program. About 800 of the university's 4,200 employees are eligible for the plan, which—to hasten their eligibility for retirement—allows them to add three years either to their age or to their years of employment.

"The problem with an early-retirement incentive plan is that you lose your most talented and skilled people," Mr. Toller said. "You could have an entire department decimated, and it would not be something you had the opportunity to plan for."

The tradeoff is that cutting through attrition is more humane. "As they reconsider benefits

packages, many college officials say they need to do a much better job of helping employees understand the economic value of benefits and the cost of maintaining them. One solution is to involve employees in the process.

Faced with a 32-percent increase in health-care costs two years in a row, Mount Holyoke had to make significant adjustments to its health plans, including shifting more costs to employees.

"We did have a decent amount of concern expressed," said Andrew J. Krupp, benefits specialist at the college, "but we held it all on the table. We said, 'These are the costs.' By involving the community, which was a six- to seven-month process, people had ownership of it by the end."

Professor Sues College for Changing a Student's Grade

IRVINE, CALIF.

A faculty member at Irvine Valley College has sued college officials over their decision to change the grade of a student in his writing class from a D to a C.

In his lawsuit, filed in Superior Court last month, Hugh Glenn, a professor of English, claims his right to determine the grade is protected under the California Education Code, a set of state regulations governing public schools and colleges. The code allows exceptions only if evidence is found of a mistake, fraud, bad faith, or incompetence on the instructor's part, the lawsuit states.

The student, Deirdre Kashner, filed a grievance after receiving a D in the writing class. She alleged that Mr. Glenn had acted in bad faith by failing to explain his grading policy and course objectives. Her appeal was upheld by Peter Morrison, chairman of the humanities school.

Mr. Morrison ruled that Mr. Glenn had acted in bad faith by failing to change her grade to a C—as he had allegedly promised—after the student made recommended corrections on a term paper. Mr. Glenn says that there is no evidence of bad faith on his part, and that he promised to change the grade only if the corrections rendered the paper acceptable, which they did not, said his lawyer, Paul Crust.

Over Mr. Glenn's objections, Mr. Morrison ordered the grade changed to a C. Mr. Glenn is seeking reinstatement of the D grade in his lawsuit, which names Mr. Morrison, the chancellor of the Saddleback Valley Community College District, and the district's Board of Trustees.

—JACK MACGURDY

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Judith T. Muñoz: The need to further control the cost of employee benefits has intensified.

Robert M. Wilson: A college should see what its benefits would be if the plan were created today.

Some Professors See Politics in Minnesota's Plan to Close Their Department

By SCOTT HELLER

The humanities department at the University of Minnesota will never be confined with a traditional Great Books program. That, some professors contend, may be why it is slated for elimination as part of a budget-cutting plan at the Twin Cities campus.

Professors affiliated with the undergraduate program question whether internal political disputes—and criticism from Lynne V. Cheney, chairman of the National Endowment for the Humanities—contributed to the university's decision to shut down the program at the end of the semester.

"They wanted to block the success of undergraduates to a critical education," said Bruce Lincoln, a professor in the department, which teaches students to put art and literature in political and historical context. Its courses range from "Humanities in the Modern World" to "Landscape and Ideology" to "Sexualities: From Diversity to Diversity."

\$27-Million Cut

Administrators said the planned cuts, which also include the elimination of the linguistics department, will save money and ultimately strengthen the humanities. The proposal followed a state announcement that \$27-million would be cut from Minnesota's budget allocation.

Julia M. Davis, dean of the College of Liberal Arts, announced

plans to shut down the department last October. Her recommendation was narrowly approved by the faculty assembly. Last month the Board of Regents approved the proposal as part of a plan to deal with state budget cuts.

Savings Put at \$150,000

The dean estimated that the university would save at least \$150,000 in eliminating the departments, even though all the faculty members would be placed elsewhere. She said the selected cuts made more sense than across-the-board slashes or a faculty hiring freeze.

Ms. Davis said politics had nothing to do with her decision. She said faculty committees had agreed that the humanities professors, who spend a lot of time in interdisciplinary work, could be housed in other departments, which would be invigorated by their presence.

Several professors said they were shocked by the decision, since the eight-professor department is increasingly popular with undergraduates and was earlier identified by a college review panel as approaching national distinction. "You begin to run out of reasons except for the political," said Richard Leppert, professor of humanities.

While humanities departments are often associated with traditional approaches to culture, Minnesota's program has taken a different, and controversial, direction in recent years. Professors now emphasize

cultural-studies approaches, teaching works from both high and popular culture, while studying how distinctions are made between the two. The result has been a series of courses that relate political and social power to judgments about culture. The department is also connected to a graduate program that is one of only a few programs nationally that offer a doctoral degree in cultural studies.

"Much of what we're doing is being used as models elsewhere," said Mr. Leppert. Some 100 undergraduates major in the department, and the graduate program attracts some of the best students of any in the university, he said.

For its size, added Mr. Lincoln, "it's the faculty with the most Guggenheims, the most new awards, the most books published with the most distinguished presses."

In 1990, the department became a campus *cause célèbre* when discussions over curricular reform led to angry debates between traditional scholars and those who favored a wide-ranging overhaul of the course offerings. Eventually, the department retained historical survey courses in the curriculum, but organized the major around themes such as "Discursive Practices" and "Culture and Conflict."

Criticism From Cheney

Mrs. Cheney has twice pointed to Minnesota's humanities curriculum as an example of higher education's problems. In her 1990 report, "Tyrannical Machines: A Report on Educational Practices Gone

awry," she said, "Even more surprisingly, he says, those who conduct security checks at the agency have the properties of numbers, and he learned to program computers during the suburban. He spent evenings working on unclassified research, which eventually can't take his NSA work home with him."

"If you're working on a hard problem, there are lots of people around who are willing to teach you what you need to know."

secondary schools near NSA headquarters and has held workshops for mathematics teachers. The agency's growing openness in an audience of over 400 mathematicians in a talk entitled "The agency that came in from the cold."

Since the 1987 "thaw," when Mr. Shaker says the NSA overcame its "introspection and circumspection" to become a more active force in mathematics, the agency has been giving out an average of \$2.5-million a year in peer-reviewed grants for theoretical mathematical research that is conducted at universities.

"Historically," he says, "when ever new math has been developed, it's been important to us."

Summer Programs for Students

The grants support unclassified research, and the agency also supports unclassified mathematical studies in two centers—at Princeton University and at the University of California at San Diego. The Princeton center employs about 50 mathematicians and the California center about 10, a number that should grow to 25, Mr. Shaker says.

The NSA has also been inviting university faculty members to spend their sabbaticals at its Maryland headquarters. For the past two summers, it has invited undergraduate students, during the last summer and 10 last summer—to work on classified mathematical problems under the tutelage of agency staff members.

The purpose of the undergraduate program, Mr. Shaker says, is to encourage students to go on to graduate study in mathematics. When he started the program, he was surprised at the willingness of undergraduates to undergo what he calls a "grueling" security-clear-

Personal & Professional

Wrong and Our Best Names Selling Them Right," she criticized plans to minimize teaching. And in a speech published in the Spring 1991 issue of *Academic Questions*, the journal of the National Association of Scholars, she said the department was mistakenly emphasizing culture.

Ms. Davis, who joined the university last summer, said Mr. Cheney's criticism had had a bearing on her decision. She supported new approaches to the study of the humanities, wouldn't want to be at a university that said "Uh-oh, this is not out," she said.

The college is now weighing a reorganization plan, which would include a proposal to house the humanities faculty and art-history department in a new "Institute for Arts, Culture, and Society."

are lots of people around who are willing to help and willing to tell you what you need to know."

Mr. Brown, who is currently a search when he returns to Vassar Tech next August, he believes can use the experience to help students. "So many students get the impression the only thing they can do with math is back it up," says "As an educator I can help and say it isn't so."

"I can't tell them what we would be doing here," he adds, "but I can say there are a lot of opportunities to solve very interesting problems."

The agency's largest task is mathematics, which has been in its budget declines in the past few years. But the new Admiral Staudenmaier said in 1991 to include an educational component.

Time spent at NSA won't help academics to publish papers, since the agency prefers that they attack problems that are central to its mission—problems that are classified. But Ezra A. Brown, a professor of mathematics at Virginia Polytechnic Institute and State University who is currently on sabbatical at the NSA, says the experience is "enormously valuable."

"If you're working on a hard problem," says Mr. Brown, "there

ON TIME

The Educational Testing Service has developed an experimental system to help deaf students who use sign language to take standardized tests.

The prototype uses a computer and a videodisk player to combine text, graphics, and video on one screen. If deaf students who use sign language to take standardized tests, they can use a mouse to click on one of two signed versions—English word order or American Sign Language—and use that instead.

July Monty, an associate research scientist who is working on the prototype, says most people with normal hearing do not realize that the deaf have trouble understanding English. For them, she says, "it's essentially a foreign language."

Cleveland State University has established a computerized telephone network to help handicapped and social workers keep tabs on pregnant women who are drug abusers.

The network lets doctors, nurses, and social workers leave messages for each other by entering a patient's identification number in a computer. It also lets them remind patients about appointments.

Through a service called Community Health Rep, which operates like a call-in talk show, the network lets patients ask questions. "These women need advice or information, but they can't or won't go to the doctor's office," says Parvati Akenti, an associate professor of management and labor, who had the idea for the network. "This system will eliminate much of the time and effort needed to maintain contact."

The network started this month with a \$2.7-million grant from the National Institute for Drug Abuse.

A year ago, Syracuse University and the New York State Education and Research Network sponsored "Beyond the Walls," a day-long campus workshop on using personal computers to gain access to information on electronic networks.

Academics anywhere can replicate that workshop with a new instructional package that provides how-to information, copies of the original materials, and a videotape demonstrating an electronic network. The materials are available in a three-ring notebook, which also includes the New York workshop's 70-page guide to resources on the Internet.

The network, which is marketing the package, will use proceeds to start a grant program for its library. According to James D. Luckett, executive director, "Beyond the Walls: The World of Networked Information" is available for \$99 from NYSENET, 111 College Place, Room 3-211, Syracuse, N.Y. 13244; (315) 443-4120.

Although the vast majority of colleges and universities are already technically covered by the earlier law, officials at several institutions say they believe disabled students will be more inclined to file law-

Information Technology

Colleges Pressured on Computer Access for the Handicapped

Continued From Page A1

ability: nearly 40 percent of those have some sort of visual impairment and about 26 percent are deaf or hard of hearing, according to data supplied by EDUCOM, a consortium of higher-education institutions and corporations that promotes use of technology in education. Those who represent the handicapped say that many more people with disabilities will enter higher education in the future because the new regulations will open up opportunities for them in the job market that previously were closed.

Interpreters and Wheelchair Ramps

The Rehabilitation Act of 1973 prohibits discrimination against the handicapped at institutions that receive or benefit from federal funds. Section 504 of the act, which took effect in 1977, has required educational programs to remove barriers preventing those with disabilities from participating in higher education.

Because of the rules, colleges and universities now routinely offer interpreters, note takers, and readers for students requiring such aides, and have installed elevators, wheelchair ramps, and sloped curbs on streets to allow the handicapped to move about campuses freely. Many also have made special accommodations to allow the disabled to use computers.

Although most institutions say they are meeting that law's requirements, handicapped students say that, in fact, many are not. Colleges and universities are particularly inadequate when it comes to providing access to recently developed computer-aided learning and to campus computing networks, say those who represent the handicapped.

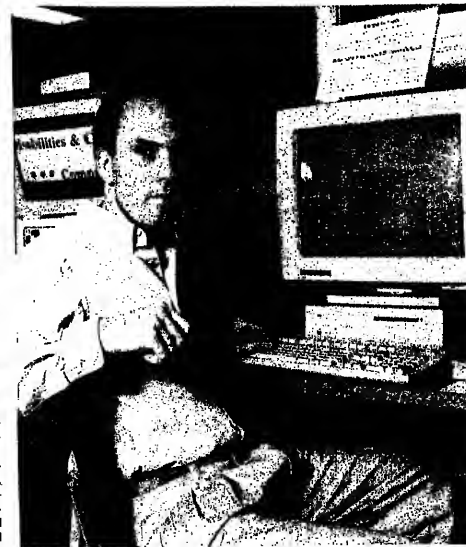
"The fact is that most institutions are not in compliance with the existing law in terms of computer access," says Denny Hilton-Chaffin, coordinator of the Disabilities and Computing Program at the University of California at Los Angeles.

"It's hard to get administrators to move into the computer age on a campus level because it's so expensive. You start talking about making it accessible for the disabled and they freak and run."

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UCLA's Denny Hilton-Chaffin: "In terms of computer access, there is certainly a lag between providing accommodation compared with more traditional support."

suits under the act. That is in part because of all the attention it is getting, and in part because it may be easier to sue. The new law may also increase an institution's exposure to suits from disabled employees because it offers increased protection to faculty and staff members compared to laws already on the books.

Under certain circumstances, a lawsuit under the new law can result in awards of compensatory damages up to \$50,000 for the first violation, and up to \$100,000 for a subsequent violation. "A \$50,000 penalty

or that could be controlled by voice alone, she could make better use of the technology that her fellow students take for granted," she says.

"I feel cheated," she says. Ms. Dutton says she is prepared to sue if Purdue does not provide proper access to facilities. She has a litany of other complaints, including wheelchair-accessible doors that are locked and automatic doors that are turned off.

Purdue officials say that things are changing at the university, partially in response to the new regulations.

Betty M. Nelson, dean of students, says the university established a laboratory for adaptive-learning technology two years ago, and is preparing to install that technology in computing centers around the campus. She acknowledges that the desks in the laboratory are too small to accommodate Ms. Dutton's oversized wheelchair; they were built to standard wheelchair specifications, she says, and the university has now adopted Ms. Dutton's chair as its standard.

Reasons for Upgrading Systems

Ms. Nelson admits that Purdue did not completely meet the requirements of the old law. "I suspect that like any other institution there are ways in which we are not in full compliance," she says, "but we are working toward full compliance."

Many of those who represent the handicapped hope that even institutions that are largely in compliance with the earlier law will see in the new law reasons for upgrading their computing systems. "In terms of computer access, there is certainly a lag

Continued on Following Page

NEW BOOKS ON HIGHER EDUCATION

It may be necessary to add state tax to the cost of books listed below. Discounts may be available to scholars and to people who order in bulk.

Academic and Workgroup Sexual Harassment: A Research Manual, by Michele A. Padellaro and Richard B. Berchick (Sage University Press, Albany, N.Y., 1991; 216 pages; \$19.95 hardcover; \$12.95 paperback, plus \$3 for shipping). Contains information on preventing sexual harassment, investigating complaints, and providing counseling and remedies for victims.

The A's and B's of Academic Scholarship, edited by Deborah Klotz (Columbia University Press, New York, 1991; 216 pages; \$12.95 paperback, plus \$3 for shipping). Contains information on all awarded on the basis of academic achievement, rather than financial need.

The Building of a University: Northern Louisiana University, by George T. Walker (Taylor Publishing Company, 1550 West Wacker Drive, Suite 200, Chicago, Ill. 60601; 312 pages; \$29.95, plus \$3.00 for shipping). Traces the development of transformation from jinxed college to university.

College Watch: A Blueprint for Choosing the Best School for You, 1991-92, by Steven R. Anderson and John A. Froelander (Oxarcene Associates, P.O. Box 2748, Alexandria, Va. 22301; 160 pages; \$6.95, plus \$1.75 for shipping). Contains information on all awarded on the basis of academic achievement, rather than financial need.

Ecological Inquiry: Education and the Transition to a Postmodern World, by David W. Orr (State University of New York Press, State University Press, Albany, N.Y., 1991; 216 pages; \$29.95 hardcover; \$14.95, plus \$3 for shipping). Includes information on all awarded on the basis of academic achievement, rather than financial need.

On Quantifying Quality in Higher Education, by Daniel T. Seymour (American Council on Education/McMillan Publishing Company, 806 Third Avenue, New York, N.Y. 10022; 86 pages; \$27.95 paperback). Discusses the use of "quality-oriented" service whose customers include students, parents, alumni, and legislators; describes ways of isolating the best techniques of strategic quality management; and discusses the importance of the university's role in the community.

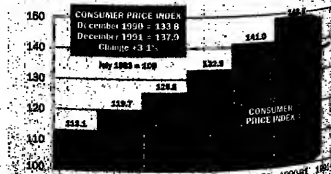
Professors at Play, by Robert Weidman (Rutgers University Press, 109 Church Street, New Brunswick, N.J. 08901; 234 pages; \$24.95 paperback, plus \$3.00 for shipping). Presents the author's reflections on teaching, writing, and thinking.

Realism on Campus: Confronting Reality Through Four Interventions (New Directions for Student Services No. 69), edited by Ian C. Dalton (Jossey-Bass Publishers, 540 Center Street, San Francisco 94104; 66 pages; \$14.95 paperback).

Realistic Ideology: Ideology in Higher Education: The Need to Integrate Work/Leisure, by Nancy Lenz (Sage University Press, 109 Church Street, New Brunswick, N.J. 08901; 234 pages; \$24.95 paperback, plus \$3.00 for shipping). Presents the author's reflections on teaching, writing, and thinking.

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Faculty Pay and the Cost of Living



System Allows the Disabled to Use Computers

By DAVID L. WILSON

TO use computer equipment, college students with disabilities frequently must work on special workstations in a central location on their campus. The handicapped students often find the arrangement inconvenient.

But because many disabled students need special hardware and software, an institution cannot hope to equip every computer on its campus with every device on the market available to assist the disabled, says Neil G. Scott, special-projects engineer with the Office of Disabled Student Services at California State University's campus here. "That would be far too expensive."

According to Mr. Scott, institutions are searching for an inexpensive way to give students better access to computing systems, as required under the new Americans With Disabilities Act.

Voice Recognition Used

The Northridge campus is developing a Universal Access System designed to allow any person to operate any computer using invisible beams of infrared light.

The system would require two computers. The host machine would be the standard computer found in laboratories, libraries, or public computing facilities, and would contain software needed for a given task. A student writing a paper, for example, would use a computer with a word-processing program.



Northridge's Neil G. Scott holds an infrared unit above a portable computer equipped with voice-recognition capability.

The second computer would probably be a portable machine equipped with whatever devices needed to assist the disabled user. A student who is extensively paralyzed, for example, would have voice-recognition technology on the portable.

The Universal Access System would link the two computers. Because infrared beams would relay information between the two machines, there would be no wires to connect. Special software would make the system operate.

Using voice-recognition technology in the portable, a disabled student could create a paper on the host computer. Since the host would contain only the word-processing software, any student—disabled or not—could use it once the paralyzed student was finished.

"A blind student who has voice-synthesis technology on his portable could use the same host computer," says Mr. Scott. In that instance, the portable would read

aloud the material as it appeared on the host machine's screen.

If such a system came into widespread use, Mr. Scott says, disabled people could carry portable computers with them everywhere, using customized technology to operate automatic teller machines, elevators, and even appliances.

Expected to Cost Under \$200

Genovision Inc., a computer-equipment manufacturing company in Irvine, Calif., is making a prototype of the system and negotiating with manufacturers to build the system into future computers. Mr. Scott estimates that adding such a system to two existing computers—the infrared sensing devices plug into openings in quiet machines—would cost under \$200.

"This is going to give disabled individuals a strong measure of independence, and allow colleges and universities to make much better use of their limited resources," he says.

More Lawsuits Likely on Access Claims by the Handicapped

Continued From Preceding Page
between providing accommodation compared with more traditional support, such as readers and note takers," says Mr. Hillen-Challen.

That is partly because administrators and faculty members are not aware that the technology exists, or they believe it is too expensive, he says.

Ms. Horn agrees. "It's hard to get administrators to move into the computer age on campus here because it's so expensive," she says. "You start talking about making it accessible for the disabled and they freak and run."

In fact, many common devices are inexpensive. "You can get a voice synthesizer for \$200 today," she says. Some technical experts say rudimentary voice-synthesizer systems can be had for much less. Other inexpensive adaptive aids include extra-large keyboards, computer software that makes words on a screen appear very large, and small, customized computer programs that can reduce to a single keystroke a task that normally requires many.

"The institutions are not entirely at fault," says Ms. Horn. "People haven't been asking for these things." In some cases handicapped people themselves are not aware that such devices exist, and

in others they just do not want to rock the boat.

Jean Myer, president of Tufts University, says universities may believe they are meeting the needs of the handicapped, but their efforts may be impractical.

For example, he says his institution installed an elevator for the handicapped but tried to limit its use to those who need it. Restrictions would keep the elevator available for handicapped students, and reduce the chance of breakdowns, staff members reasoned. But the restrictions have made using the elevator difficult.

"I just found out last week that you have to do quite a bit of entirely unnecessary wandering about to get the key to the elevator," he says, adding, "I'm doing something about it."

Questions About Costs

Many administrators, meanwhile, are trying to determine if they are in compliance with the new law, and how much money will be needed if they are not.

"I haven't got the foggiest idea where the money would come from," says John W. Goebel, vice-chancellor of business and finance at the University of Nebraska at Lincoln. While he feels his institution is largely in compliance with the old law, it is possible that cer-

tain interpretations of the new law would mean the institution must make some modifications.

Complaints About Vagueness

Many on the campuses complain that the law is vague and that it is unclear what they must do.

Mr. Goebel says his institution hopes for some definitions of certain phrases in the regulations. "But we don't want to lose sight of the most important point, which is that we want to make sure that people who have a disability are given the treatment that is warranted."

Mr. Myer says Tufts will be able to make any accommodations that are needed. "It's not a major, major cost; it just adds to the very many costs we already must wrestle with," he says.

Ms. Nelson of Purdue says that a lack of money for adopting technology to the needs of the handicapped has been a problem in the past, but she says that senior administrators at the university support new efforts to make the campus more accessible for the disabled. The new law, she says, "has provided a nice kind of nudge."

But she adds: "We're not just doing this for legal reasons. We feel this is what we need to do to educate a broad spectrum of students, and we're working on making this work within our budget."

Information Technology

Advertisement

The Learning Society: On Ellis Island

by Bernard R. Gilford, Ph.D.
Vice President, Education
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Last summer I was asked to speak at a meeting of the American Psychological Association on the impact of psychological testing. That's a topic that sits a lot of emotion in me. I really wanted to connect with the audience, and I wondered how. Then it hit me: I'd invite them on an imaginary tour of Ellis Island—the monument to the American immigrant experience that stands in New York Harbor.

It worked. Together, we imagined what it was like to spill off the ferry and into the building's sprawling lobby. Together, we pictured the lines of people that, in the early decades of this century, wound slowly up the broad staircase into the Registry Room.

Standing in that immense room, it's not difficult to envision weary travelers inching their way toward the desks at its far end, where clerks would check their names and destinations in risk-laden ledgers. What is harder to call up is the indignation these immigrants must have felt as officials moved through the line. I imagine these officials were easy to spot—Irish men with badges on their chests and layers of chalk dust on their hands and cuffs. They would pose each newcomer a oncesmore, ask a few questions, and use their chalk to mark a man here, a child there, with one of the dozen or more symbols that constituted the island's glossary for human variability: "E" for poor eyesight, "P" for pregnant, "N" for possible mental problems, a circled "X" for someone exhibiting definite signs of mental disease.

As the tour continued, we followed the crowds from the Registry Room into a labyrinth of smaller enclosures where those suspected of defects were tested further. In one, we read the account of Pauline Nordlof, a Jewish immigrant from Poland who arrived in 1917. They asked us questions: "How much is two and one? How much is two and two? But the next young girl also from our city went and they asked her, 'How do you wash your face? From the top or from the bottom?' She says, 'I don't go to America, I go back home.'"

Our tour transported us to a critical moment in the history of this nation's testing enterprise. For me, it was not a sentimental journey. My forebears were not tested at Ellis Island; they were examined on the auction block. But for most of our history, whether the measurement of human potential has been within the sphere of doctors or mechanics, selection has been by test.

Clearly, this point has been made often over the years. But it bears repeating, because today's policymakers in education, industry, and government are relying increasingly on standardized tests to make admission, placement, hiring, and promotion decisions.

Our nation's emphasis on standardized testing tests on a premise that's so basic, it often escapes notice: that people are different from one another in ways that are both meaningful and measurable. But somehow, without sufficient deliberation, we have taken a great cultural leap from that commonsense belief to the conviction that there are precise, measurable gradations of ability (and stability) that can be used to send children to the right classrooms, adults to the right job slots, and patients to the right psychological interventions.

In *More Life Is*, James Fallows writes that this notion came partly "from the universal human impulse to put people into hierarchies and to pose that whatever hierarchy exists is fair." Like numerous self-serving theories of assessment practices, Fallows also points to America's "naïveté" reaction to the overwhelming flow of immigrants at the turn of the century.

Most of the selection methods used on immigrants in the early decades of the century are long gone. Testing has survived for a very good reason: Decision-makers need a sound, fair, and reasonably efficient mechanism to help them make difficult decisions about the allocation of opportunity among individuals and institutions. In many circumstances, standardized tests serve a useful function. Certainly, people have different abilities and skill levels. Another way to say this is that life is not fair. But that does not relieve us of the burden of being as fair as we can possibly be as we measure differences and assign meaning to them.

As we consider the impact of computer technology on school-based assessment practices, we at Apple Education are constantly reminding ourselves that we are imperfect. They sample only a small portion of what someone knows or can do at a particular time. And no single standardized test can illuminate equally well the talents of people from dramatically different ethnic, cultural, and linguistic backgrounds.

We must not forget that assessment is a humanistic as well as a scientific enterprise. In *Minority Women and Teaching*, Madeline Grunert, dean of the School of Education at Brooklyn College, makes this point: "arguing that school personnel would proceed quite differently if the children they assessed were their own. 'Other people's children are abstract,' she writes. 'They are reading scores, FTEs, last year's graduating class, last week's body count.'"

The Grunert standard makes sense. If we revisited assessment programs with our own children in mind, we would revise these programs dramatically. We would ensure that our procedures explored talk with each child. And we would certainly interpret all results in the context of our own knowledge and experience of the child. We must face the challenge of humanizing assessment programs as we develop them for the next century.

Information Technology

TEACHING WITH TECHNOLOGY

- Graduate business students simulate stock-market trading
- Students study classical scores on screen while music plays
- Education textbook brought to life with multimedia material

Graduate business students at Carnegie Mellon University are experiencing the highs and lows of Wall Street with a computer program that lets them compete against each other as traders in a simulated stock market.

The program, called "Simulab," integrates theories of finance, economics, and accounting in a hands-on approach that has been popular with students, says John O'Brien, an associate professor of industrial administration, who developed the software with Sanjay Srivastava, a professor of finance and economics.

"We hope the course and lab will help to erase the difficulty of relating theory to practice," says Mr. Simulab. "We expect that the students will gain a great deal of experience, which should allow them to go into complex financial environments."

In the first part of the course, students act as financial analysts, projecting financial statements for simulated companies. "Then they assume the role of trader, competing against each other on computers linked to a central control unit."

The participants use computer screens with trading information similar to that which stock traders see. To help insure that the atmosphere is realistically tense, faculty members base students' grades largely on their trading performance and offer cash rewards based on the amount of money that students earn during the trading exercise. The average student earns about \$100.

In the last part of the course, students analyze the results of their trading exercise in light of various financial theories.

For more information, contact John O'Brien, (412) 268-7582, xos@ANDREW.CMU.EDU, or Sanjay Srivastava, (412) 268-3703, srs@ANDREW.CMU.EDU, Graduate School of Industrial Administration, Carnegie Mellon University, Pittsburgh 15213.

At Case Western Reserve University, music students use a computer program to study the scores of classical compositions.

With the program, part of the Musical Scores Project, students can listen to a Bach "Brandenburg Concerto," for example, on a CD-ROM player hooked up to the computer. At the same time, they can study the musical score on the screen. If students want to examine certain measures, they can ask the computer to play them back. If they want to compare different performances of the same measures, they can play different recordings.

"This new technology allows ways of accessing and manipulating musical scores and performances of those scores never before possible," says Richard E. Roda, a music-instruction specialist, who designed the project.

Richard E. Roda, Library Collections Services, Case Western Reserve University, Baker Building, Room Six, Cleveland 44106; (216) 368-3888; rxr106@PO.CWRU.EDU.

A faculty member at the University of Virginia is bringing a textbook to life with computerized multimedia presentations coordinated with each chapter. Daniel P. Hallahan, a professor

of education and co-author of the text, *Exceptional Children: An Introduction to Special Education*, developed multimedia supplements that outline key material in the chapters, using graphics and animation.

Mr. Hallahan believes a supplement can help faculty members offer better-organized lectures without spending a lot of time preparing visual material.

"It really helps to hold the students' attention because it has animation," he says. "It's a much better pedagogical aid than the overhead projector."

In a typical chapter on a particular learning disability, the computer displays a revolving globe and the word "prevalence" appears. A short description of the prevalence

of that disability follows. Colorful graphics reinforce the information. Then a cartoon figure of a woman walks across the screen and points to a chalkboard where "educational approaches" appears in handwriting. Further information follows.

The multimedia material can be displayed on a television monitor hooked up to the computer or projected on a large screen for a big class. Students can also check out the supplements to use as a study aid.

For more information, contact Daniel P. Hallahan, Curry School of Education, University of Virginia, 405 Emmet Street, Charlottesville, Va. 22903; (804) 924-7461; DPH61@VIRGINIA.EDU.

—KATHERINE S. MANGAN

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COMPUTER PROGRAMS

Biology. "Molecular Cloning," for Apple Macintosh. Requires "HyperCard." Tutorial uses text and animation to demonstrate the principles and techniques of molecular cloning. Includes basic methods, passenger DNA, DNA characterization, cloned DNA, and new techniques. \$65 for "HyperCard"; \$75 for "SuperCard"; site licenses available. Contact: Keyboard Publishing, 482 Morrisway Road, Suite 111, Blue Bell, PA 19422; (800) 945-4551 or (215) 832-0945.

Foreign languages. "HyperFlashcards," for Apple Macintosh. Requires "HyperCard." Stacks give students studying English as a second language practice on homonyms, fragments, word-ending omissions, verb tenses, subject-verb agreement, and more. \$29.95. Contact: Charlot Software Group, 3659 India Street, San Diego 92103; (619) 298-0202.

Graphical. "Scientific and Graphical Toolkit," for Apple Macintosh. Requires "HyperCard." Let user perform mathematical calculations and graph plotting; provides ready-made scripts for common requirements; produces simple function plots, contour plots, three-dimensional curves showing perspective views, and functions of two variables plotted as wire frames or as surfaces. \$85; quantity discounts available. Contact: Intellimation, Department 0490, P.O. Box 1530, Santa Barbara, CA 93116-1530; (800) 346-8355 or (805) 685-2100.

Integrated data management. "ChrisWorks," for Apple Macintosh. Integrated software includes charting, communications, data-base management, graphics, spreadsheets, and word processing; lets user add or delete calculations, charts, graphics, or text in a single document at any time. \$149; site licenses available. Contact: Chris Corporation, 5201 Patrick Highway Drive, Santa Clara, CA 95052-8168; (800) 325-2747 or (408) 727-8227.

Literature. "The Importance of Being Earnest," for Apple Macintosh and IBM PC and compatibles. Contains the complete text of Oscar Wilde's turn-of-the-century farce in ASCII format. \$39. Contact: Shakespeare on Disk, P.O. Box 299, Clinton Corners, N.Y. 12514; (914) 246-5186.

Literature. "The Rape of the Lock" and "The Epistle to Dr. Arbuthnot," for Apple Macintosh and IBM PC and compatibles. Contains the text in ASCII format of Alexander Pope's "The Rape of the Lock," a mock epic poem, and "The Epistle to Dr. Arbuthnot," a satire. \$39. Contact: Shakespeare on Disk, P.O. Box 299, Clinton Corners, N.Y. 12514; (914) 246-5186.

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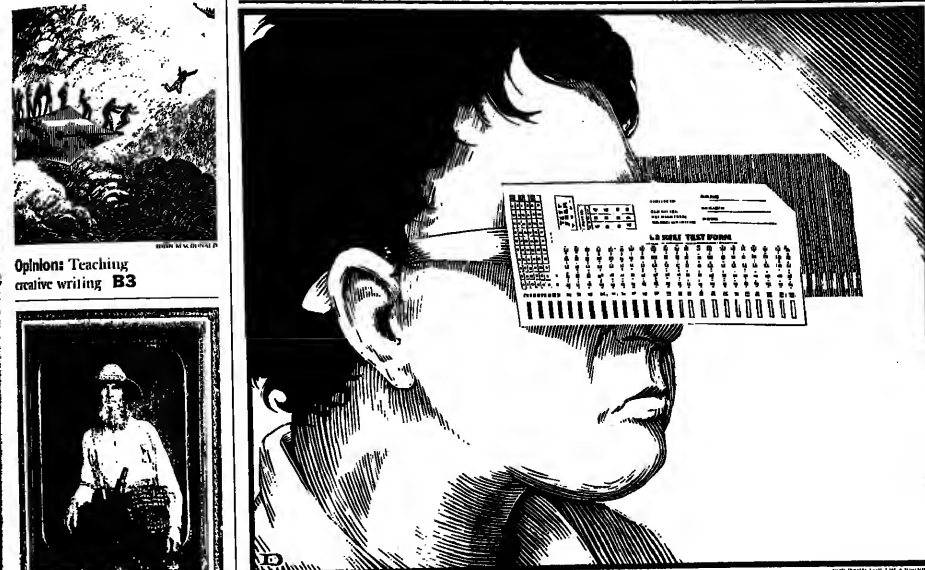
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Section 2

January 29, 1992



Ophelia: Teaching creative writing B3

End Papers: Photographs as history B4B

Mélange B2

Letters to the Editor B4-5

Bulletin Board B6-47

The Shortcomings of Standardized Tests

By Linda Darling-Hammond and Ann Lieberman

SUPPORT for using standardized tests to reform our public schools is mounting rapidly. Such tests increasingly are used to measure students' achievement and to make decisions about the placement of students, the competence of teachers, and the quality of schools. President Bush's "America 2000" plan proposes to extend that thrust to the federal level by establishing a national test for students at different points in their schooling, from the elementary grades through high school.

A growing body of research, however, indicates serious problems with American testing, at least with how it is currently conceived. This research documents that, to date, our testing policies have failed to achieve many of their intended positive effects, while creating some clearly negative consequences for the quality of schools and equality of educational opportunity.

Although educational researchers traditionally have steered clear of making pronouncements about policy issues, a growing consensus about the strength of this research has persuaded the American Educational Research Association that these findings should be brought to the attention of local, state, and federal officials, so that the evidence can be factored into discussions about national testing.

They are not appropriate for many of the purposes they are expected to serve

Last year the AERA took a first step toward doing so: After a national forum it held in Washington to present research on testing to policy makers, the association passed a resolution urging the nation to slow down and think differently about measuring schools' success by students' scores on standardized tests.

What are the problems with American tests? In contrast to that in most other countries, testing in America is dominated by multiple-choice instruments designed to rank students cheaply and efficiently. Initially created to facilitate tracking and sorting of students, these instruments were not intended to support or enhance instruction. Because of the way in which the tests are constructed, they place test takers in a passive, reactive role, rather than a role that engages their capacities to structure tasks, produce ideas, and solve problems. The tests thus exclude many kinds of knowledge and types of performance that

we expect from students. They are inappropriate tools for many of the purposes that they are expected to serve, including tracking students, determining promotions, and allocating rewards and sanctions to students, teachers, and schools.

THESE SHORTCOMINGS of American tests have become more problematic as test scores have been used more and more to make important educational decisions. Teaching has been geared to the tests, reducing students' opportunities for higher-order learning. Classroom keyed to answering multiple-choice questions does not heighten students' proficiency in analysis, complex problem solving, and written and oral expression. Many studies have found that because of test-oriented teaching, American students' classroom activities consist of listening, reading, textbook sections, responding briefly to questions, and taking short-answer and multiple-choice quizzes. They rarely plan or initiate anything, create their own products, read or write something substantial, or engage in analytic discussions or in projects requiring research, invention, or problem solving.

The results can be seen in U.S. achievement trends. Since about 1970, scores on basic-skills tests have increased slightly while scores on assessments of higher-order

Continued on Following Page

OPINION

The Damaging Consequences of Standardized Testing

Continued From Preceding Page

der thinking have been steadily declining in virtually all subject areas. Officials of the National Assessment of Educational Progress—the source of the nation's "report card" on student learning—as well as officials of the National Research Council and the National Councils of Teachers of English and Mathematics, all have attributed this decline to schools' emphasis on tests of basic skills. The emphasis on rote learning also contributes to American students' consistently dismal rankings on international achievement tests.

As one of the NAEP reading assessments found: "Only 5 to 10 per cent of students can move beyond initial readings of a text; most seem genuinely puzzled at requests to explain or defend their points of view." This report explained that current methods of testing reading require short responses and lower-level cognitive thinking, resulting in "an emphasis on shallow and superficial opinions at the expense of reasoned and disciplined thought. . . . [Thus] it is not surprising that students fail to develop more comprehensive thinking and analytic skills."

Unfortunately, the misuse of tests often has had the most harmful effects on the students who need the most help. Many studies have found that students placed in the lowest tracks or in remedial programs are most apt to experience instruction geared only to multiple-choice tests. They work on exam-oriented tasks that are profoundly disconnected from the skills they need to learn. Rarely are such students given the opportunity to talk about what they know, to read real books, to write, to construct and solve problems in mathematics, science, or other subjects. In short, they are denied the opportunity to develop the thinking skills that most reformers claim they will need for the jobs of the future, in large part because our tests are so firmly pointed at educational goals of the past.

There is another irony in the story of well-intended testing reform gone awry. Because of concerns about the quality of American higher education, policy makers in some states have begun to require that colleges and universities also be evaluated based on their students' scores on exit tests. Standardized tests professing to measure the "outcomes" of a liberal education are most now used in some public colleges to determine which students can continue their studies or graduate.

IN A FEW PLACES, including Tennessee, the home state of Secretary of Education Lamar A. Alexander, students' scores on such tests can be used, in part, to determine how much money colleges and universities receive from the state. Thus, the same kinds of standardized tests that have contributed to undermining students' capacities to write, think, and solve problems also are becoming the measures of colleges' success at producing expressive, thinking graduates.

Many schools, school districts, and states have recognized these problems and begun to develop different forms of student assessment. States including California, Connecticut, Maryland, New York, and Vermont, along with many school districts, are developing assessment systems similar to those that prevail in other countries around the world. These include essays, examinations, scientific experiments, and exhibitions in subjects such as debate and the arts. They also include portfolios of students' work and projects that require analysis, investigation, experimentation,

cooperation, and written, oral, or graphic presentation of findings. These assessments require students to think analytically and to demonstrate their proficiencies as they would in real-life situations.

Many of these initiatives share another important characteristic of other countries' examinations: They involve teachers in developing and scoring the assessments and in supervising the development of students' work for portfolios. Thus, assessment is tied directly to instruction and to its improvement.

These initiatives will falter or flourish

"Assessment can promote reform only if we invest in more educationally useful and valid measures of student learning and insist that they be used appropriately."

depending on the directions taken by federal and state policy makers. Some proposals for a national assessment system (as opposed to a national test) would build upon these initiatives, encouraging further local and regional creativity and allowing schools, as in some countries abroad, to choose among many challenging options for assessing their students. This approach is implied in some of the recommendations developed by the National Education Goals Panel, the commission created by the National Governors' Association to monitor progress toward the six goals it articulated.

However, the President's proposal for a national test, as it is currently outlined, would turn the clock backward on efforts to reform American testing and American education. As a top-down initiative based on current, primarily multiple-choice test-

ing methods, the "American Achievement Tests" would lag far behind the innovations already being pursued in many states and localities, and they could undermine those efforts.

Rather than supporting the American traditions of experimentation and local control, the proposed national tests would create a *de facto* national curriculum, and a limited one at that. By stifling further reforms aimed at creating curricula that emphasize thinking skills, and by failing to involve teachers or principals in a more sophisticated local assessment process,

the national tests would foreclose the pervasive educational change that we need.

Equally dangerous is the suggestion in the President's proposal that some federal funds be allocated based on schools' scores on the new national test. Far from stimulating improvement of schools, this simplistic use of test results would create perverse incentives for schools to exclude students who they fear may lower their average scores—children who are handicapped or who speak little English and those with special learning needs or fewer prior educational advantages.

SUCH A "REWARD" system would confuse the quality of education offered by schools with the needs of the students they enroll. It would work against equity and a fair system for allowing parents to choose their children's

MÉLANGE

The Fragility of Universities; Inertia and Myopia at U.S. Corporations; the Questions Raised by Pain

IN SPITE OF OUR VISIBILITY, in spite of our great size and power, universities are also alarmingly fragile. We hang on a gossamer thread of confidence and good will—often the only link among our scattered constituencies. A single adolescent prank, a thoughtless remark in the heat of faculty debate, can upset our delicate equilibrium for months on end.

We are sensitive and vulnerable precisely because, in spite of all our economic and technological clout, we are not a business. We do not make widgets.

—Hunter R. Rawlings, III, president of the University of Iowa, in commencement address this month at Pennsylvania State University

IT IS CLEAR that money can be saved if people are managed better. Study after study shows that reforms that humanize the work environment, respect employees, or give them more latitude turn out to be very profitable. Yet most companies fail to institute these reforms. Inertia, myopia, fear of the unknown, and a climate of conservatism pervade many U.S. corporations. . . .

Many economists do not agree that there are profitable workplace reforms that companies do not introduce, and

believe that management is all-knowing or that competition will always force companies to do what is most profitable. But considerable evidence contradicts this view. Historically, the working day has been "too long" in the sense that fatigue impaired effectiveness. Each time the workday was reduced—first to ten hours and then to eight—productivity rose. . . .

Even so, business still has no doubt that America cannot afford a less working time—on objection that has been raised to every proposal to reduce hours throughout our history. This objection has been overcome before, and will be again.

—Juliet B. Schor, professor of economics at Harvard University, in *The Overworked American: The Unexpected Decline of Leisure*, published by BasicBooks

"I LEARN TO THINK WITH PAIN": These words appear in Maurice Blanchot's book of meditations on the Holocaust entitled *The Writing of the Disaster*. . . . They suggest that successful treatment for chronic pain will require a medicine that seeks to work within—not against or in disregard of—each patient's individual system of belief. Sometimes, when the belief system

schools because it would discourage schools from opening their doors to students who most need them.

This scheme would also further disenfranchise professionals from working in challenging schools, where performance standards would be more difficult to attain. For disadvantaged students, who also are disproportionately assigned underqualified teachers, withholding funds from schools based on low test scores would only to place them in double jeopardy.

In the long run, assessment can promote reform only if we invest in more useful and valid measures of student learning and insist that they be used appropriately. Basking in the current tests will only slow our progress toward better-grounded and more challenging approaches to testing and learning. Creating authentic measures of students' actual performance is a strategy with much greater potential benefit.

As the nation seeks strategies to improve education, the many voices of the national researchers must be heard. In search evidence about teaching, learning, how to institute new programs and curricula, the process of change, and school culture and organization must inform the discussion of educational reform. The should be shaped by the best information available, and researchers must strive to ensure that policy makers know what the information is.

Linda Darling-Hammond and Ann Lieberman are professors of education at Teachers College at Columbia University and co-directors of the National Center for Restructuring Education, Schools, and Teaching. Ms. Lieberman is president of the American Educational Research Association, and Ms. Darling-Hammond is a former member of the association's Executive Council.

By Anne Bernays

THE FIRST TIME I met the pricey prep school who, in 1975, asked me to teach writing when their regular writing teacher just sick was obviously desperate. My only credentials then were five published novels; I hadn't set foot in a classroom—other than my children's—for 20 years. My employers must have thought something like: "Well, she can write, can't she? Hey—she can teach the stuff."

Charming. The so-called "arts" (and I suppose that includes photography, mime, and print making) are the only disciplines in which it's assumed that if you can do it, you can teach it—whether or not you have academic degrees or proven classroom panache. Frankly, I find this vaguely insulting, as it implies that producing serious work in the arts is a sort of *ad hoc* affair, so it doesn't really matter who "teaches" it.

Some of the best writers can't teach. One novelist prizes everything. Another attacks the "immaturity" of the student rather than addressing the student's work. Students complain that criticism they get from those writers is too vague to be useful, too negative, or too patronizing. Asked to write a story, they are given almost no guidance as to how to proceed, where to begin, and what to leave out. But you can't dance on your toes until you've learned how to move on your feet.

Writing—students' complaints usually reflect either the writer/teacher's unwillingness to part with secrets of the craft or else an inability to articulate knowledge buried too deep to be transmitted in an organized, coherent way. Most writers who can't teach are like the centipede who, when asked which foot it moved first, thought

about it a moment or two, couldn't figure it out, and became paralyzed.

I stumbled through my first semester of "teaching" with no more idea of how to sort out and order what I knew about the physics of his motion. It turned out that one of my handful of students, a senior named Emily, had the gift. Restless in class, she asked for—and received—my permission to do independent work, to write stories that she would then hand in to me to criticize. The next thing I knew the dean of students cornered me and, flushed with anger, demanded, "Who gave you permission to let Emily do independent work?" I told him that I hadn't realized I needed permission. I should have said, "You hire someone with zip experience to teach gifted people like Emily—what do you expect?" Emily was forced to come back and endure the class.

IT TOOK ME more than a decade of trial and error to sort out and define for myself and then teach the skills needed to write decent fiction. Even though I was a published novelist, I had written more or less unconsciously, making a lot of mistakes along the way, the material and the words emerging in a headlong rush. I had never isolated such particulars as dialogue, exposition, motivation, description, and so on. I just wrote the stories inside my head, as if I were telling them to someone whose attention I desperately needed to hold on to. I was like *Molière's* *parvenu* in *Le Bourgeois Gentilhomme* who cried, "Good Heavens! For more than 40 years I have been speaking prose without knowing it." For more than 10 years I had been writing fiction, messing around with char-

acterization and point of view, employing indirect discourse and sub-text, and I hadn't even known it.

I'M SURPRISED that I wasn't fired by one or more of the several institutions of learning that signed me on for a year or for one semester. I think that what stopped them was their belief that teaching fiction was an arena occupation derived from the gut and delivered in a darkened room—something like a séance. One of my bosses, the headmaster of another prep school, referred to my course in a memo to his faculty as "poisoned candy." A man with four unpublished novels under his belt, this guy was obviously ambivalent about me and my course, but did he have to suggest that learning how to write is like learning sin from the devil? Actually I don't know which tickled me off more—the poisoned or the candy.

One day, during the time I was working on my seventh novel, I experienced a long-overdue revelation: To be a good writer of fiction you not only had to write like a writer; you also had to think like one. Good writing marries two elements: The bride is the craft of finding the right words, the groom is the mind that delivers sensibility and meaning.

A student inadvertently triggered this revelation. She was a divorced woman in her early 50's whose two grown children lived far away. The work she had turned in was flat, uninteresting, predictable—out-meat and applesauce. For a reason I no longer remember, one day during class she announced that on the previous day, her birthday, neither of her children had sent her a card or called her. I said, "Didn't you write fiction, messing around with char-

Continued on Following Page

OPINION



JOHN B. HANCOCK FOR THE CHRONICLE

Getting Students to Think Like Writers

LETTERS TO THE EDITOR

'Underclass' and Social Concepts of the Urban Poor

TO THE EDITOR:
I was dissatisfied by Herbert J. Gans's assertion that scholars and journalists who use the term "underclass" are sophisticated racists. "Fighting the Haves Embedded in Social Concepts of the Poor," Point of View, January 8. I had hoped we had gotten beyond the point where anyone who tried to speak honestly about the social pathologies of the ghetto was accused of racism or "blaming the victim."



In *The Truly Disadvantaged*, the liberal black sociologist William

tant social transformations in recent United States history. Gans wants social scientists to pay less attention to the victims of poverty and devote more efforts to studying its causes. I believe it would be more profitable to determine why some ethnic and racial minorities in the United States have done much better than other minorities in overcoming the discrimination and hardships they have all encountered.

Why do West Indian blacks earn 94 percent of the average American family income, while American

chinese refugee families who arrived in the United States after 1979. Not only were they desperately poor, non-white, non-English speaking, and non-Christian, they had come here during the deepest recession since the Great Depression. He attributed most of their success to their belief that they could influence the external events that shaped their lives, their emphasis on education, and "their collective achievement orientation, their patience and diligence."

The black journalist William Raspberry has written that while racism is real, victimization is a destructive myth that has discouraged many African Americans from taking advantage of the opportunities that recent immigrants have used so successfully.

Gans wants social scientists to "be especially sensitive to the biases . . . that too often wander into scientific concepts." Wilson, on the other hand, writes: "The solution to this problem is not to try to divert social investigators of their values but to encourage a free and open discussion of the issues among people with different values premises in order that new questions can be raised, existing interpretations challenged, and new research stimulated." But this encouragement so long as we persist in attacking the motives of our opponents instead of addressing their arguments.

STUART GALLISHPH
Professor of History
George State University
Atlanta

Supreme Court seminars offered elsewhere
TO THE EDITOR:
Lawrence Sager's seminar on the Supreme Court at New York University's Law School sounds like a splendid educational opportunity for those students lucky enough to get into it ("Students in NYU Law



VS HICKER
"I don't really need to write a book to get promoted. All I need is something in a hand cover with my name on the outside."

School Are Way Ahead of U.S. Supreme Court in Their Render Opinions in Major Cases Months Before Justice Day." January 8). Mr. Sager, however, is in error when he says that because the students study cases "from a judge's perspective only" and they do not listen to traditional lectures, "his course may be unique." The late Fred Rodell began offering such a seminar at the Yale Law School at least 30 years ago, and it was always in great demand and oversubscribed.

Mr. Rodell was ill in the fall of 1968. I was a visiting professor at Yale that year and I pinch-hit for him and look over his seminar. I was so impressed with its educational value that I have offered such a seminar every fall ever since. Since I returned to the University of Texas from Yale in 1969, I do not envy Mr. Sager having to work with 24 students. My seminar is always limited to nine students. And neither Fred Rodell nor I ever asked our students to prepare written opinions. Each of our "judges" delivers his or her view orally at the seminar meeting.

I am intrigued that Mr. Sager's students predict a unanimous reversal in

of our knowledge, are involved; tell us not so long and tedious the rules. I think is one page that the patient will merely glance at it and not read it. It will give a true picture of what the patient is getting into. . . .

The bottom-line question is: Who really cares about whether women enter the scientific and technology fields? All the monitoring programs will not override demeaning, threatening, and insulting classroom treatment that gives women the message that she just doesn't matter. Shirley S. Malcom is no target, but a list of interests the women need to do is misdirected.

PAT FARMILL
Associate Professor of Leisure Studies
Co-Director of MSWZ: a program to help young women choose careers in science
Pennsylvania State University
University Park, Pa.

Retail druggists oppose doctoral requirement

TO THE EDITOR:
The story in the December 11 issue of *The Chronicle* "P3 Big Pharmacy Groups Call for New Doctoral Program to Be Adopted as Entry-Level Requirement for Profession" began to explore the many issues related to the future of the pharmacy profession and the impact that proposed changes in pharmacy-degree requirements would have on the profession's ability to meet the public's growing needs for community pharmacy services.

Because the issue is complex and important to the nation's need for increased access to health services, the National Association of Chain Drug Stores is concerned that the issue be thoroughly debated, with an opportunity for all viewpoints to be represented and seriously considered. Chain drug stores have 55 percent of the pharmacy graduates who enter practice each year. . . . The association has strongly advocated the need for a multiple-degree approach for pharmacy education, which would enable pharmacy schools to meet the growing needs of community pharmacies, as well as provide opportunities for students to pursue advanced programs for other practice settings.

The accreditation agency for the nation's 75 schools of pharmacy, the American Council on Pharmaceutical Education, has proposed that pharmacy schools adopt a doctor-entry-level degree. This is being viewed as a requirement for maintaining accreditation. The process being followed by ACPE presents the impression that the proposal is a fait accompli. . . .

The most important fact is that the pharmacy community does not support a doctor's restrictive proposal. There is broad documented support for the five-year, generalist-degree program. . . .

What has blinded you to the fundamental reason why Anita Hill's testimony failed to prevent Clarence Thomas's Supreme Court appointment? . . . In this country, one is presumed innocent until proven guilty, and the proof just wasn't there—plain and simple. The decade-long delay in Anita Hill's bringing up this matter and the strength of the testimony on Judge Thomas's behalf are what influenced the Senate to approve the nomination in spite of the charges.

KEVIN EASTMAN
Director of Computing and Telecommunications Services
Humboldt State University
Arcata, Cal.

TO THE EDITOR:
Reading Estelle B. Freedman's essay, I ran across the sentence: "As successful as he was at deflecting attention from the evidence of sexual harassment . . ."

Apart from all the sophistry in

problem, with the option of pursuing an advanced professional degree. A statistically valid national survey of community pharmacists conducted by SAT International found that 64 percent of pharmacy practitioners opposed the exclusive Pharm.D. requirement. Further, the same study reported that 59 percent of pharmacy deans did not favor the movement to an exclusive Pharm.D. program.

In a survey of its members, the National Association of Independent Retail Druggists, representing independent retail pharmacies, found that a majority of its membership also was opposed to a mandatory Pharm.D. degree as the entry-level professional degree. . . .

In an era of limited and shrinking educational resources, requiring schools of pharmacy to offer a more lengthy and more costly program that is not justified is a disservice to the public. Such a requirement reduces the academic freedom of pharmacy schools to determine what type of educational programs they will offer, and it eliminates the right of students to select the educational programs they believe most appropriate for their career objectives. It is important that contemporary needs and public-policy objectives be considered in this issue.

Despite requests made by many, ACPE has not made public the data and analysis used to support its decision. . . . **PHILLIP L. SCHIFFERDIN**
Professor of Public Affairs
National Association of Chain Drug Stores
Alexandria, Va.

No guilt proved in Thomas hearings

TO THE EDITOR:
Pardon me, Estelle B. Freedman, for my lack of support for your well-articulated position in "The Manipulation of History at the Clarence Thomas Hearings" (Opinion, January 8). I doubt if very many people, historians included, read as much into Judge Thomas's "high-tech lynching" remark as you have. It seems to me that all of your research, analysis, and historical perspective

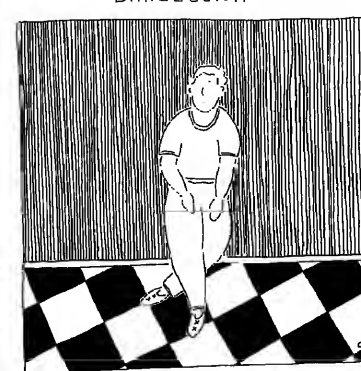


have blinded you to the fundamental reason why Anita Hill's testimony failed to prevent Clarence Thomas's Supreme Court appointment? . . . In this country, one is presumed innocent until proven guilty, and the proof just wasn't there—plain and simple. The decade-long delay in Anita Hill's bringing up this matter and the strength of the testimony on Judge Thomas's behalf are what influenced the Senate to approve the nomination in spite of the charges.

KEVIN EASTMAN
Director of Computing and Telecommunications Services
Humboldt State University
Arcata, Cal.

TO THE EDITOR:
Reporting on an essay by John Cleiman in your January 8 Research Notes ("Poe said to explore issues of insanity defense in his crime sto-

MEANWHILE DOWN IN BARCELONA



CRAIG TO PRACTICES BOWING TO TRADITION

THE CHRONICLE OF HIGHER EDUCATION LINDA DORR

Freedman's piece, what stood out for me is the baldly dishonest reference to "evidence of sexual harassment." No such evidence was ever presented at the Senate Judiciary Committee's hearings. What was presented amounted to nothing more than allegations.

Anyone who wishes to instruct your readers about the manipulation of history disfigures himself or herself by such a blatant attempt at historical distortion as was evident in Freedman's piece.

TIMOTHY R. MACLEAN
Professor of Philosophy
Auburn University
Auburn University, Ala.

Psychology accreditation is carefully done
TO THE EDITOR:
Alvin G. Kraut's comment that accreditation is carried out by the Committee on Accreditation of the American Psychological Association amounts to a "pen-and-paper test" is inaccurate ("Accrediting Group Is Under Fire for Approving Psychology Program," January 8).

As an experienced site visitor for APA's committee, I know that multiple site visitors read the self-study and many other documents, meet with interested parties at all levels (students, alumni, faculty, staff, and administrators), and even read theses and dissertations written by former students in the program in order to gain an understanding of the program.

As a former member and chair of APA's accreditation committee, I know that committee members read and discuss primary documents carefully, as well as the site visitors' detailed report, before they vote on granting accreditation. . . .

KEVIN EASTMAN
Director of Computing and Telecommunications Services
Humboldt State University
Arcata, Cal.

What was ticking in tale by Poe?
TO THE EDITOR:
Reporting on an essay by John Cleiman in your January 8 Research Notes ("Poe said to explore issues of insanity defense in his crime sto-

ries"), staff writer Ellen K. Coughlin informs us that "the imagined heart-beat" heard by the narrator of Edgar Allan Poe's "The Tell-Tale Heart" in fact "turns out to be the ticking of the victim's watch."

Is Mrs. Coughlin suggesting that the unfortunate old man had a watch pocket in his nightshirt or that his Rolex somehow survived his brutal dismembering at the hands of the murderer narrator?

Some years ago this writer demonstrated that the sound heard by the narrator probably is the faint ticking of an insect infesting the house where the murder occurs, for which see "The Lesser Death-Watch and 'The Tell-Tale Heart'" (*American Transcendental Quarterly* 2, 1969).

JOHN E. REILLY
Retired Professor of English
College of the Holy Cross
Worcester, Mass.

Correcting the record on Beardsley's Merlin

TO THE EDITOR:
Your caption beneath "The Universal Appeal of the Legend of King Arthur" (January 8) needs correction. Aubrey Beardsley (1872-1898) created his "Merlin" for the 1893-1894 Dent edition of Sir Thomas Malory's *Le Morte d'Arthur*, not for a 1927 edition published almost 30 years after Le Morte de Beardsley.

JOHN J. CARLSON
Professor of Theatre Arts
University of Massachusetts at Boston
Boston

The large volume of letters to the editor of *The Chronicle* prompts this suggestion: Limit the length, where possible, to 500 words. In the competition for space, short letters must sometimes be given preference. Letters may be condensed.

Send them to: Letters to the Editor, *The Chronicle of Higher Education*, 1255 23rd Street, N.W., Washington 20037. Please include a daytime telephone number.

Learning How to Teach the Skills Needed to Write Decent Fiction

Continued From Preceding Page
feel terrible?" To which she answered, "Oh no, I know they love me—I didn't mind at all." In a flash I understood why her fiction was so flabby: She only wrote the sunny hours. When I pressed her to admit that her children had hurt her feelings (I know I had no business doing this—I wasn't her shrink, after all) she became defensive and angry and spent the rest of the semester sending me disingenuous vibes. I didn't blame her. The following summer I got a note from her that read: "If I learned one thing about her from that read, it's that I'll never be a fiction writer." So she had understood the message after all: You can't be a good fiction writer unless you're willing to write the shadows and clouds, the storms and nightmares, unless you're open to your darker side and your more baffling emotions. How can you write about these things to other people when you don't recognize and understand them in yourself?

Ever since my conversation with this woman, I have spent as much class and assignment time trying to get students to think like writers as I have trying to help them control and master technique. Some of them—often those who have gone to parochial schools where they experienced a rigid type of schooling—resist acknowledging typical human frailties such as unconscious drives, mixed emotions, ambivalent motivation, and denial.

It's amazing how much of the work turned in at the beginning of each semester sounds like writing for six-year-olds: characters flat as paper dolls, plots wrapped up with pretty bow-tied ribbons.

It's not that I want them to be cynical, I tell my students; but they do need to be skeptical—to refuse to take people, circumstances, and events at face value, to look for the grime beneath the smile, the tears behind the too-casual laughter. I advise my students to be curious, even nosy—to listen in on other people's conversations and to ask people the kind of questions that their parents probably told them were rude, such as "How come you never married?" or "Why don't you know how to drive a car?"

I tell students that writers of fiction must stand aside from the action of their stories and try to figure out what's really going on. Fiction writers have to stare their own dark impulses in the face and come to terms with them.

AFTER YEARS of telling students to go home and write, I now teach through exercises that isolate the different elements of fiction, thereby demystifying the process and giving novice writers the sense that they have control over both material and tools rather than the other way around. Some exercises are geared to sharpening technique—for example, when to use and when to avoid adverbs

and adjectives, how to manage dialogue, and where to begin a story.

Other exercises are designed to enhance the capacity to think like a writer. One of these asks students to spend the week between classes writing down in a simple sentence or two 10 specific things or incidents that pleased them and 10 that made them angry or sad. Sounds easy enough. But very few get it right. One student's first list was devoted to the many wonderful things that had happened to her friends. I said, "Didn't anything good happen to you?" When she tucked the question, I realized that she'd been trained to think of others rather than of herself, which is fine in real life but a definite liability when it comes to writing fiction. I told her, "It's O.K. to feel good when you do something well and to be angry when someone hurts your feelings."

If you hear an echo here, it's only because it's worth saying again. Writing fiction means shedding illusions without going sour or losing one's creative energy—an extremely tricky act. Teaching fiction is largely a matter of being there for those who don't yet trust their inner ears.

Anne Bernays is a novelist and co-author of What If? Writing Exercises for Fiction Writers (Harcourt-Brace, 1991). She holds a joint chair in contemporary letters in the College of the Holy Cross.

myself wrote, way back in the early 1960's, the Protocol Forum here at the University of Miami is by now, some thousands of research projects. I also have served on ad hoc Committees for the Protection of the Human Subjects in both social-science research and biomedical research for many years. Over the years I also have studied, taught, and advised many researchers on these matters both here at the University of Miami and elsewhere. I know for a fact that some of the finest and most innovative research in the country today on ethical issues generally, as well as on the use of human volunteers in research, go on in those committees and research centers. It is simply wrong to impugn that effort.

There are, moreover, many very subtle and important issues in bioethics that have not been glossed over, a few of which must be addressed. Certainly physicians are not over-eager to obtain voluntary consent from their patients, which is pretty nearly universal. And it is pretty nearly universal that the physician who abuses the informed consent for their own research. Rather than this be done by an untrained nurse or colleague.

Second, by law, all such review committees must have lay members, some of whom are quite able to judge the merits of the research. It is simply wrong to impugn the efforts of these committees. They are simply wrong to impugn the efforts of these committees. They are simply wrong to impugn the efforts of these committees.

Dead routines used in sleep-women in science

TO THE EDITOR:
In my article that identifies the continuing shortage of women in science and yet offers suggested solutions, I fell far short of dealing with the essence of the problem: "Continuing shortage of women in science. Do you know how to do it?"

This Raymond has undoubtedly repeated accurately. In the article I tried to deal with the suggestion of the need to modify pedagogical approaches in science courses. There seems to be more than compelling evidence that this is indeed the main



"The branch compuses are revolting!"

香港中文大學
THE CHINESE UNIVERSITY OF HONG KONG

Professor of Mechanical Engineering

The Chinese University (founded 1963) offers comprehensive programmes up to PhD level in the Humanities, Business Administration, Science, Medicine, Social Science, Education, Engineering and Architecture. Current student enrolment is 9,300 full-time equivalent, which will expand to 11,500 by 1994-95. The University is very active in promoting research and consultancy and liaising with industry and the business sector worldwide. Both English and Chinese are used in teaching and administration.

the University teaching profession and by virtue of his distinguished scholarly contributions and invaluable service in his field concerned, the Professor is provide leadership to the teaching and research programmes in his field and play in the planning and development of his academic discipline. Candidates should not academic qualifications, extensive university teaching and relevant research experience and have published scholarly works of originality and merit.

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by offers a competitive remuneration package. Salary will be commensurate with qualifications and experience, with a minimum of HK\$685,620 (US\$1=HK\$7.8). Full-pay (HK\$55,838) per annum. For superannuable appointment, benefits include a pension scheme, a superannuation scheme (University 15%, appointee 5%), dental care, education allowances for children, housing benefit (with appointee 75% of salary towards the provision of housing) and leave passage benefits for eligible dependants. Appointment may also be made on fixed term basis and carries equivalent benefits including a contract-ended gratuity (15% of basic salary). Appointment may be made on a non-superannuable basis. Appointment on basis of superannuable benefit. The University may also consider more flexible arrangements for suitable candidates subject to mutual agreement. Retirement age is 60 but may be extended beyond 60 subject to mutual agreement.

Procedure

Submit in duplicate, giving full particulars, as well as names and addresses of persons with whom you have discussed the matter, together with copies of publication documents (in duplicate) and recent publications, to the Director, Recruitment Section, The Chinese University of Hong Kong, Shatin, Hong Kong (CUHK 603 5026) before February 22, 1992. Please quote the reference number "CUHK 603 5026" and mark "Recruitment" on cover.

XX

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LIBRARIAN

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QUALIFICATIONS: An M.D. with experience in medical school teaching and administration. (Experience desired in associate dean position.)

SALARY AND BENEFITS: Negotiable. Salary will be free of income tax, Federal, State, or Local U.S. taxes, no Dominion income tax.

RESPONSIBILITIES: Associate Dean, Health Services, University of North Carolina at Chapel Hill.

and hold a library science degree, have substantial elementary and secondary education and must know Arabic.

Opportunity for the right person. High salary, excellent benefits.

with c.v. to: **Dr. J.W. Nystrom**
Executive Consultant
King Faisal School
P. O. Box 94558
Riyadh 11614

Executive Consultant
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P. O. Box 94558
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gram and experience in recruiting cultural student population is a

Marriott Hotel-Copley in Boston, February 5th-9th (617) 236-5800, ask for Dr. Nystrom

isolated, historically black colleges. Duties include teaching of undergraduate courses

Sheldon Jackson College provides employment opportunities for individuals of all ages, races, color, religion, national origin, sex, and sexual orientation.

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 programs in killed health
 care, basic biomedical
 and nursing. The total
 salary is \$10,000 per year.
 Please contact Dr. Clifford A. P.
 Academic Affairs, Miles College, P. O.
 Box 1600, Birmingham, Alabama 35206

million. Applications were received from more than 150 schools, and the winners were announced on March 15, 1992.

Director of Admissions, Louisiana State University, 433 Bolivar Street, Baton Rouge, LA 70803. ADOA employee.

Performing Arts, 111 West
venue, Milwaukee, Wisconsin

positions are limited for the
Post Professor and
Coordinating in a private church.

Applications are being accepted through April 15 for the 1992-93 LibraryBook Fellows Program. The joint program of the American Library Association (ALA) and the United States Information Agency (USIA) will place approximately 15 U.S. citizens overseas beginning in September. While 21 positions are listed, funding will permit approximately 15 placements.

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AFRICA

Cote d'Ivoire: *National University of Dsché*: French required. Four to six months, beginning October 1992. Study and research, selection, wide international plan for an entire year, also co-operation with the University of Abidjan.

Lesotho: *Lesotho National Library Services*: One year, September 1992/August 1993. Provide in-service training in school libraries; help plan a library science curriculum for the teacher training college and the National University of Lesotho.

Zambia: *Malawi University of Malawi*: One year, September 1992/August 1993: teach courses in cataloguing and library of Congress classification, provide training for University library development department staff and assist in the development of a library science curriculum.

Uganda: *Uganda Library Association*: One year, September 1992/August 1993. Teach in-service training in library science.

Uganda, Uganda University of Uganda, Department of Library, Archival and Information Studies: One year, October 1992/August 1993. Teach introductory courses in library administration.

WEST AFRICAN REGION

Salina, Chile: National Archives: Fluency in Spanish is required. One year, September 1992-August 1993: Develop an automated system for control and access to all government documents; train librarians and archivists in the preparation of documents to be sent to the Archives; consult on current cataloging procedures.

Medellin, Colombia: Judicial School of the Ministry of Justice: Fluency in Spanish is required. Six months, February 1993-June 1993: Promote the creation of an automated judicial library; train staff in selecting, organizing, and managing materials; serve as a consultant in library automation.

Quito, Ecuador: Universidad San Francisco de Quito: Fluency in Spanish is required. Four months, beginning September 1992: Train staff in the application of Library of Congress classification system and online searching techniques.

Monterrey, Mexico: Universidad de Monterrey. Moderate or fluent Spanish is desired. Eight months, September 1992-May 1993. Implement a training program in online searching; evaluate reference collection and services; evaluate the graphic interface of the online system; plan curriculum; determine staffing needs.

Manizales, Santander: *Antioqueño de Universidad de Sucre*. Six months, October 1992-March 1993. Assist in establishing Sucre's first library school; plan curriculum; determine staffing needs.

ASIA

Seoul, Korea: Seoul National University Library. Eight months to one year, beginning September 1992. Evaluate current language collection in the social sciences and humanities and assess its strengths and weaknesses; follow up on a survey of the library's collection; develop a plan for a new collection; prepare collection development, balanced and comprehensive collection; assist in acquiring and receiving materials; prepare collection development plan.

Malaysia: *Malaysia University Utara Malaysia:* Twelve months, beginning September 1992. Assist in planning and design of a Resource Centre in Entrepreneurship, including collection development and information services; experience in collection development in business and industry.

Manila, Philippines: *National Library of the Philippines:* Ten months, September, 1992-June 1993. Assess needs; government documents department; assist in preparing a long-term development plan and conduct training; government documents organization and use; design and develop a legislative reference and research service.

Tallinn, Estonia: *National Library of Estonia:* Estonian, Russian or Finnish preferred. Four months, September 1992-July 1993. Assist on development of a parliamentary reference and research information service, including

acquisition policy and analytical research techniques; provide instruction in library automation, statistical methods, and a general review of U.S. librarianship. One year, October 1992-September 1993. **1993** **1994** **1995** **1996** **1997** **1998** **1999** **2000** **2001** **2002** **2003** **2004** **2005** **2006** **2007** **2008** **2009** **2010** **2011** **2012** **2013** **2014** **2015** **2016** **2017** **2018** **2019** **2020** **2021** **2022** **2023** **2024** **2025** **2026** **2027** **2028** **2029** **2030** **2031** **2032** **2033** **2034** **2035** **2036** **2037** **2038** **2039** **2040** **2041** **2042** **2043** **2044** **2045** **2046** **2047** **2048** **2049** **2050** **2051** **2052** **2053** **2054** **2055** **2056** **2057** **2058** **2059** **2060** **2061** **2062** **2063** **2064** **2065** **2066** **2067** **2068** **2069** **2070** **2071** **2072** **2073** **2074** **2075** **2076** **2077** **2078** **2079** **2080** **2081** **2082** **2083** **2084** **2085** **2086** **2087** **2088** **2089** **2090** **2091** **2092** **2093** **2094** **2095** **2096** **2097** **2098** **2099** **2100** **2101** **2102** **2103** **2104** **2105** **2106** **2107** **2108** **2109** **2110** **2111** **2112** **2113** **2114** **2115** **2116** **2117** **2118** **2119** **2120** **2121** **2122** **2123** **2124** **2125** **2126** **2127** **2128** **2129** **2130** **2131** **2132** **2133** **2134** **2135** **2136** **2137** **2138** **2139** **2140** **2141** **2142** **2143** **2144** **2145** **2146** **2147** **2148** **2149** **2150** **2151** **2152** **2153** **2154** **2155** **2156** **2157** **2158** **2159** **2160** **2161** **2162** **2163** **2164** **2165** **2166** **2167** **2168** **2169** **2170** **2171** **2172** **2173** **2174** **2175** **2176** **2177** **2178** **2179** **2180** **2181** **2182** **2183** **2184** **2185** **2186** **2187** **2188** **2189** **2190** **2191** **2192** **2193** **2194** **2195** **2196** **2197** **2198** **2199** **2200** **2201** **2202** **2203** **2204** **2205** **2206** **2207** **2208** **2209** **2210** **2211** **2212** **2213** **2214** **2215** **2216** **2217** **2218** **2219** **2220** **2221** **2222** **2223** **2224** **2225** **2226** **2227** **2228** **2229** **2230** **2231** **2232** **2233** **2234** **2235** **2236** **2237** **2238** **2239** **2240** **2241** **2242** **2243** **2244** **2245** **2246** **2247** **2248** **2249** **2250** **2251** **2252** **2253** **2254** **2255** **2256** **2257** **2258** **2259** **2260** **2261** **2262** **2263** **2264** **2265** **2266** **2267** **2268** **2269** **2270** **2271** **2272** **2273** **2274** **2275** **2276** **2277** **2278** **2279** **2280** **2281** **2282** **2283** **2284** **2285** **2286** **2287** **2288** **2289** **2290** **2291** **2292** **2293** **2294** **2295** **2296** **2297** **2298** **2299** **2300** **2301** **2302** **2303** **2304** **2305** **2306** **2307** **2308** **2309** **2310** **2311** **2312** **2313** **2314** **2315** **2316** **2317** **2318** **2319** **2320** **2321** **2322** **2323** **2324** **2325** **2326** **2327** **2328** **2329** **2330** **2331** **2332** **2333** **2334** **2335** **2336** **2337** **2338** **2339** **2340** **2341** **2342** **2343** **2344** **2345** **2346** **2347** **2348** **2349** **2350** **2351** **2352** **2353** **2354** **2355** **2356** **2357** **2358** **2359** **2360** **2361** **2362** **2363** **2364** **2365** **2366** **2367** **2368** **2369** **2370** **2371** **2372** **2373** **2374** **2375** **2376** **2377** **2378** **2379** **2380** **2381** **2382** **2383** **2384** **2385** **2386** **2387** **2388** **2389** **2390** **2391** **2392** **2393** **2394** **2395** **2396** **2397**

1992-May 1991: Develop a strategic plan for the library's archival management including acquisition of a new building.

Ankara, Turkey: Hacettepe University, Department of Library Science: Four to six months, beginning September 1992. Develop curriculum and teaching materials in archives management and education, develop a basic text and materials for translation into Turkish.

MIDDLE EAST

Hawdai City, Kuwait: National Scientific and Technical Information Center: Nine months to one year, beginning September 1992. Rebuild the collections and services of this scientific library; experience in specialized environment in marine biology library or information center.

Abu Dhabi, United Arab Emirates: United Arab Emirates University: Moderate Arabic language skills highly desirable.

NORTH AMERICA
Halifax, Nova Scotia, Canada: Dalhousie University: Six months. Evaluate American Studies collection; make recommendations for further acquisitions; provide guidance to librarians in American studies for collection development; present lectures on U.S. online database systems.

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THOMAS NELSON COMMUNITY COLLEGE

PROFESSIONAL COUNSELOR

THOMAS NELSON COMMUNITY COLLEGE is a comprehensive community college on the Virginia Peninsula. It is open to numerous students and is currently accepting applications for the position of Professional Counselor. The college has a full 1991 enrollment of 7,400 students and a slightly more than 100 full-time faculty.

QUALIFICATIONS REQUIRED: Master's Degree in Counseling, Psychology, or related field. Minimum of two years of professional experience in a counseling position. Graduate degree in counseling or related field. Minimum of two years of professional experience in a counseling position.

RESPONSIBILITIES: Provide individual and group counseling to students of the college. Provide individual and group counseling to students of the college. Provide individual and group counseling to students of the college.

APPLICATION PROCESS: A letter of application, resume, and three references should be sent to the Personnel Office by February 1, 1992. Applications will be accepted through February 1, 1992.

THOMAS NELSON COMMUNITY COLLEGE
Personnel Office
P.O. Box 807
Hampton, VA 23660

A State of Virginia Employment Application may be obtained by calling 800-852-3728. For more information, contact the Personnel Office.

THOMAS NELSON COMMUNITY COLLEGE IS AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER. MEMBERS OF ETHNIC MINORITIES AND WOMEN ARE ENCOURAGED TO APPLY.

Chief of Campus Police

Search Reopened

For women to lead the campus police department, the search for a Chief of Campus Police is being reopened. The search was originally conducted by the department's chief, who is currently on leave. The search is being reopened to allow for a more thorough search of the community.

WELLESLEY COLLEGE
Wellesley, MA 02157
Applications should be sent to the Personnel Office by February 1, 1992.

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Wellesley, MA 02157
Applications should be sent to the Personnel Office by February 1, 1992.

Director of Athletics

Hampden-Sydney College

Hampden-Sydney College is seeking an experienced coach/manager to lead the college's athletic program. The position is a full-time position and requires a minimum of five years of experience in a similar position. The position is a full-time position and requires a minimum of five years of experience in a similar position.

APPLICATION PROCESS: A letter of application, resume, and three references should be sent to the Personnel Office by February 1, 1992. Applications will be accepted through February 1, 1992.

HAMPDEN-SYDNEY COLLEGE
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EASTMAN SCHOOL OF MUSIC

ASSOCIATE DIRECTOR OF DEVELOPMENT

The University of Rochester's Eastman School of Music is seeking an Associate Director of Development. The position is a full-time position and requires a minimum of five years of experience in a similar position. The position is a full-time position and requires a minimum of five years of experience in a similar position.

APPLICATION PROCESS: A letter of application, resume, and three references should be sent to the Personnel Office by February 1, 1992. Applications will be accepted through February 1, 1992.

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CALIFORNIA STATE UNIVERSITY, LONG BEACH

DIRECTOR OF PUBLIC SAFETY

California State University, Long Beach is seeking a Director of Public Safety. The position is a full-time position and requires a minimum of five years of experience in a similar position. The position is a full-time position and requires a minimum of five years of experience in a similar position.

APPLICATION PROCESS: A letter of application, resume, and three references should be sent to the Personnel Office by February 1, 1992. Applications will be accepted through February 1, 1992.

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West Virginia University

CONTROLLER

Search Extended

West Virginia University seeks applications and nominations for the position of Controller to direct the accounting and reporting requirements of the University. The position is a full-time position and requires a minimum of five years of experience in a similar position. The position is a full-time position and requires a minimum of five years of experience in a similar position.

APPLICATION PROCESS: A letter of application, resume, and three references should be sent to the Personnel Office by February 1, 1992. Applications will be accepted through February 1, 1992.

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Director

Research Institute

The University of Dayton invites applications and nominations for the position of Director of the Research Institute. The position is a full-time position and requires a minimum of five years of experience in a similar position. The position is a full-time position and requires a minimum of five years of experience in a similar position.

APPLICATION PROCESS: A letter of application, resume, and three references should be sent to the Personnel Office by February 1, 1992. Applications will be accepted through February 1, 1992.

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on to experiments or surveys. Outstanding applications will also be considered for the period 1992-93.

DEAN OF STUDENTS

Longwood College invites applications and nominations for the position of Dean of Students. The appointment will become effective July 1, 1992.

RESPONSIBILITIES: The Dean of Students provides leadership for housing and residence education, student union and activities, campus recreation and intramurals, fraternity and sorority programs, as well as for improving and enhancing the quality of life on campus and promoting student learning in both in-class and out-of-class experiences. The position reports to the Vice President for Student Affairs.

QUALIFICATIONS: The successful candidate must have an earned doctorate and a record of extensive experience in college student affairs, ability to establish trust with students and student groups, evidence of leadership in support of undergraduate education, and demonstrated commitment to multiculturalism and a diverse student population.

THE COLLEGE: Longwood is a coeducational, comprehensive college offering 86 majors, minors, and concentrations for its 3,500 students. Longwood is one of Virginia's most selective state colleges and universities. The College, primarily residential, has pioneered in innovative programs of total student development, with emphasis on "helping students live successful and fulfilling lives through opportunities to achieve superior intellectual, career, social, and personal goals.

LOCATION: Located in Farmville, Virginia, Longwood is 60 miles southwest of Richmond and 80 miles south of Charlottesville. It offers all the advantages of small-town living with convenient access to major cities and universities. The Blue Ridge mountains, the ocean, and Virginia's many cultural and tourist attractions are within easy driving distance.

TO APPLY: Letters of application should include a curriculum vitae and information in support of qualifications. Review of applications will begin March 1, 1992, and continue until the position is filled.

Applications and nominations should be sent to:

Phyllis Meale
Vice President for Student Affairs
or Employee Relations
Longwood College
201 High Street
Farmville, Virginia 23902

Longwood College is an Affirmative Action, Equal Opportunity Employer. Women and minorities are encouraged to apply.

LONGWOOD

DEAN
SCHOOL OF SOCIAL WELFARE
University of Wisconsin-Milwaukee

The University of Wisconsin-Milwaukee seeks nominations and applications for the position of Dean, School of Social Welfare. The School is a CSWE accredited social work program and a critical justice program. Both Bachelor's and Master's degrees. Social work also offers certification in Marriage and Family Therapy.

Qualifications: Earned doctorate degree and scholarly achievement meeting requirements for full professor with tenure in the School. Commitment to affirmative action and social justice. Proven leadership and management skills. Experience building university and community relationships. Salary commensurate with position.

The University of Wisconsin-Milwaukee is required to release, within two weeks of a request after the deadline for receipt of nominations and applications, a combined list of all nominees and applicants without differentiation. Send applications including a vita and names & addresses of 5 references to:

Diane Pollard, Chair, Search & Screen Committee
University of Wisconsin-Milwaukee
P.O. Box 413, Milwaukee, WI 53201

Research/Technical School Post-Doctoral Fellow: The University of Wisconsin-Milwaukee is seeking a post-doctoral fellow to assist in the development of a new research program in the field of social welfare. The fellow will be responsible for the development of a research program in the field of social welfare. The fellow will be responsible for the development of a research program in the field of social welfare. The fellow will be responsible for the development of a research program in the field of social welfare.

Research/Technical School Post-Doctoral Fellow: The University of Wisconsin-Milwaukee is seeking a post-doctoral fellow to assist in the development of a new research program in the field of social welfare. The fellow will be responsible for the development of a research program in the field of social welfare. The fellow will be responsible for the development of a research program in the field of social welfare.

Bellarmine College
DEAN OF THE W. FIELDING RUBEL
SCHOOL OF BUSINESS

Bellarmine College invites applications and nominations for the position of Dean of the W. Fielding Rubel School of Business. The Rubel School enrolls over 435 full-time and 235 part-time undergraduate majors and 350 M.A. students and consists of departments of economics, business administration, and accounting. The School employs 22 full-time faculty and about 50 part-time faculty. The School is a member of the Association of Professional Development in higher education.

The Dean of the Rubel School will provide leadership in an academic area represented by the school's programs in business administration, development, maintaining quality control, developing and implementing new programs that respond to a changing business and management environment, enhancing existing undergraduate and graduate programs, and creating long-range real and academic plans. The Dean reports to the Vice President for Academic Affairs.

Bellarmine seeks an individual who possesses an advanced degree from an accredited institution in one of the disciplines represented in the School at least five years of experience in higher education, including both teaching and administration, demonstrated skills in dealing cooperatively with faculty and students in other areas including institutional advancement and student affairs.

Situated on a beautiful 120-acre campus in an attractive residential area of Louisville, Kentucky, Bellarmine is the Commonwealth's largest private, independent college founded in 1950 by the Catholic Archdiocese of Louisville. Bellarmine is governed by an independent self-perpetuating Board of Trustees and enrolls 2600 students in undergraduate and graduate programs in five schools: Arts and Sciences, the Allan and Donna Lanning School of Nursing and the W. Fielding Rubel School of Business. The annual operating budget is \$15 million.

Review of applications will begin on February 1, 1992, and will continue until the position is filled. Candidates should submit a letter of application, resume, and names and telephone numbers of five references. The appointment will begin in early June, 1992.

Address nominations and applications to:
Rubel School of Business
Search Committee for the Dean
Bellarmine College
2001 Newburg Road
Louisville, KY 40205-0871

Bellarmine College is an Affirmative Action, Equal Opportunity Employer.

Applications and nominations should be sent to:

Phyllis Meale
Vice President for Student Affairs
or Employee Relations
Longwood College
201 High Street
Farmville, Virginia 23902

Longwood College is an Affirmative Action, Equal Opportunity Employer. Women and minorities are encouraged to apply.

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Marietta College
Provost and Dean of the College

Marietta College invites applications and nominations for the position of Provost and Dean of the College.

The College: Marietta College is a private, nonsectarian liberal arts college with a primary residential enrollment of 1,300 and a 131-student faculty. The College houses the sixteenth oldest chapter of Phi Kappa and has recently been ranked the "Number 1 regional liberal arts college in the Midwest" by U.S. News & World Report. The College has a wide variety of traditional liberal arts majors, special certificate programs in engineering, sports medicine, and mass media, and two master's degree programs. Through the McChesney Center for Leadership and Business, the College is committed to the cross-curricular development of citizen-leaders.

The Position: The Provost and Dean serves as the chief academic officer, reports directly to the President and is a member of the President's cabinet. The Provost and Dean oversees the College's undergraduate, graduate, and continuing education programs and guides the on-going development and enhancement of the Marietta Plan of general education.

The Candidate: The preferred candidate will be eligible for appointment as a full professor, will have an earned doctorate, a demonstrated commitment to undergraduate teaching and research, and a record of administrative achievement, and relevant administrative experience.

Initial screening will begin on February 17, 1992. The new Provost and Dean of the College should be prepared to begin his or her duties no later than August 1, 1992.

Please send applications or nominations, including a curriculum vitae and three letters of reference to:

Professor Peter Hagen, Chair
Provost and Dean of the College Search Committee
Box F-27
Marietta, OH 45759-3931

Marietta College is an Affirmative action and equal opportunity employer. Women and minorities are encouraged to apply.

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John Brown University
SENIOR VICE PRESIDENT AND ACADEMIC DEAN

The President and the Board of Trustees of John Brown University invite nominations and applications for the position of Senior Vice President and Academic Dean.

John Brown University is a nonsectarian, four-year, non-denominational Christian college founded in 1910, accredited by the North Central Association of Colleges and Schools and National Council for the Accreditation of Teacher Education. The University has a strong tradition of excellence in threefold education, one which combines dynamism to the intellectual, spiritual and occupational education of its graduates. The campus offers modern, well maintained grounds and facilities.

The financial position of the University is sound, undervalued, and significant endowment. The enrollment of 1,045 is at an all-time high. Its 200-acre campus is in a lovely community in the growing Northwest Arkansas region.

The Senior Vice President and Academic Dean will be a new position at the University. He or she will have responsibility for management of the daily affairs of the campus and direct responsibility for all academic areas. All other administrative divisions on campus will report directly to this person. The Senior Vice President and Academic Dean will report to the President of the University.

Qualifications include:
• a named doctorate
• five or more years of successful administrative experience, preferably in a Christian college or university
• strong communication skills
• ability to articulate the integrative mission of the Christian college
• commitment to the balance of professional and liberal arts programs distinctive of the John Brown University mission

Send nominations or applications to:
John Brown University
Box 9999
Siloam Springs, AR 72781

The deadline for receipt of materials is February 28, 1992. Position to be filled July 1, 1992, or as soon thereafter as possible.

John Brown University is an equal opportunity employer.

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VICE CHANCELLOR
FOR ACADEMIC AFFAIRS
The City University of New York

The City University of New York invites applications and nominations for the position of Vice Chancellor for Academic Affairs.

The City University of New York, the nation's leading urban university, is a multi-campus, multi-ethnic, publicly-funded system, comprising ten senior colleges, seven community colleges, a technical college, a graduate school, a law school, a school of biomedical education, and an affiliated medical school. More than 200,000 students are enrolled in academic programs, ranging from associate to the doctoral degree. The CUNY campus is located throughout the five boroughs of New York City.

The Vice Chancellor for Academic Affairs is the chief academic officer of the City University and serves as the CUNY representative in all internal and external academic matters. The person appointed as Vice Chancellor for Academic Affairs will also, subject to the approval of the Board, serve as President of the Research Foundation of the City University, an external, educational corporation responsible for the administration of approved programs.

Among the Vice Chancellor's primary responsibilities are: setting the college in developing and strengthening academic programs; long-range academic planning; developing and evaluating academic policies, curricula, and research initiatives; developing and coordinating special programs intended for students in need of intensive preparation; overseeing collaborative programs with the New York City Board of Education and promoting articulation between the two- and four-year colleges.

The Vice Chancellor for Academic Affairs is a member of the Chancellor's Cabinet and is the responsible administrative officer to the Committee on Academic Policy, Program, and Research. The Vice Chancellor is responsible for the City University's mission and commitment to academic excellence, open access, and equal opportunity for students, faculty, and staff.

Leading candidates will typically have:

- A demonstrated commitment to the mission and goals of The City University of New York and to public higher education.
- An earned doctorate.
- Significant university-level teaching experience.
- A record of distinguished scholarly achievement.
- A demonstrated capacity for academic leadership with major administrative experience in dealing with complex educational issues.
- Experience in developing and administering significant programs of sponsored research and faculty with such fiscal issues as indirect costs.

The position is available on September 1, 1992. The review of applications will begin on February 3, 1992, and will continue until the position is filled. The successful candidate will be responsible for the City University of New York, an equal opportunity affirmative action employer with a strong commitment to racial, cultural, and ethnic diversity, actively seeks and encourages nominations and applications from minorities and women.

Applications: Applicants should send (1) a letter expressing their interest in the position, (2) their curriculum vitae, and (3) the names, titles, addresses, and telephone numbers of five references (references need not be connected without the applicant's prior permission).

Nominations: Nominations should be a letter of nomination and, if possible, the nominee's curriculum vitae. Applications and nominations should be sent to:

President Paul LaCaire, Chairperson
Search Committee for a Vice Chancellor
for Academic Affairs
The City University of New York
555 East 58th Street
New York, NY 10022

Additional information: Please call Dr. Brenda Spatz,

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BULLETIN BOARD: Positions available

VICE PRESIDENT FOR ACADEMIC AFFAIRS

The State University of New York, College of Technology at Delhi invites applications and nominations for the position of Vice President for Academic Affairs. The Vice President will be the chief academic officer and reports directly to the College President. The College of Technology at Delhi is a residential two-year technical college composed of the Departments of Animal and Plant Sciences, Building Mechanics, Civil Engineering, Electrical, Industrial, Mechanical, and Mathematics. Student enrollment is approximately 2,200. The beautiful campus covers 465 acres and is situated in the western foothills of the Catskills.

The Vice President for Academic Affairs is one of three vice presidents and is responsible for the overall administration and management of the college. The Vice President supervises the department chairpersons, Admission, the Library, the Learning Center, and performs other duties assigned by the President.

The position requires successful experience in academic administration as well as successful teaching experience in a strong management background. Leadership skills and the ability to effectively communicate with internal and external constituencies: background in curriculum and faculty development; commitment to both liberal arts and technologies; evidence of innovative and entrepreneurial skills; excellent writing skills; and experience working with diverse groups of students and faculty.

Applicants should submit a letter of interest, a curriculum vitae, and a list of references. Applications should be sent to the Search Committee, SUNY College of Technology, 167 Bush Hall, Delhi, New York 13753.

The State University of New York, College of Technology at Delhi, has a strong commitment to the principles of Affirmative Action and Cultural Diversity. The College welcomes responses from women, minorities, veterans and the physically challenged.



VICE PRESIDENT FOR FINANCE

Knox College
Galesburg, Illinois

Knox College is an independent, residential, coeducational, non-denominational liberal arts college founded in 1837. The current enrollment is approximately 1,400 students. The college is located in Galesburg, Illinois, 33 miles southwest of Chicago. The campus is situated on a 100-acre site, and the town of Galesburg is a beautiful historic town with 200 historic mansions of the 19th century.

Knox College invites inquiries, nominations and applications for the position of Vice President for Finance. The present incumbent will retire June 30, 1992.

RESPONSIBILITIES: The Vice President for Finance is responsible for the business and financial operations, policies and planning of the college. The position involves the management of the college's financial resources, including budgeting, accounting, and financial reporting.

QUALIFICATIONS: The Vice President for Finance should have a minimum of five years of experience in financial administration and a minimum of five years of experience in higher education. A master's degree in business administration or finance is preferred.

APPLY: Candidates should submit a letter of interest, a curriculum vitae, and a list of references to the Search Committee, Knox College, 216 South Street, Galesburg, IL 61401-9999.

Knox College is an Affirmative Action, Equal Opportunity Employer.

Residence Life Assistant Director: The Residence Life Assistant Director is responsible for the supervision of the college's residence life programs. The position involves the management of the college's residence life programs, including budgeting, accounting, and financial reporting.

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UNIVERSITY OF SOUTHERN MISSISSIPPI

Vice President for Business and Finance

The University of Southern Mississippi, with a budget in excess of \$100 million, invites nominations and applications for the position of Vice President for Business and Finance. As chief financial officer, the Vice President for Business and Finance reports directly to the President of the University and is responsible for the supervision of all financial and budgeting areas as well as personnel services, physical plant, purchasing, and several auxiliary services.

Preferred qualifications include a doctorate in a discipline related to the position and professional certification (e.g., CMA, CPA, etc.), exceptional skills in financial planning and management as well as substantial experience in these broad areas of financial affairs for an institution of higher learning. Minimum qualifications include demonstrated competence in communication, fiscal management, planning, fund accounting, financial reporting, and general management skills, as well as experience with state and federal financial reporting systems. The successful candidate must also be capable of interacting constructively with all constituencies within and outside the University.

The University and community provide an attractive place to work and live. The University of Southern Mississippi is a comprehensive public institution of higher learning with an enrollment of over 13,000 students. The institution offers baccalaureate, master's, specialist's, and doctoral degrees. Located in Hattiesburg, Mississippi, the University is in a community which provides the faculty, staff, and students the benefits of a well-developed regional and medical center. Hattiesburg has a population of approximately 50,000 citizens and is a national study area recently named the south best "microclimate area" of the United States.

Applications as letters of application (including resumes) should be sent to: Dr. Clyde Ginn, Chair of the Search Committee, Southern University, Box 5177, The University of Southern Mississippi, Hattiesburg, MS 39308. Applications postmarked after February 15th, 1992, will not be accepted. It is anticipated that the selection process will be completed in the spring of 1992.

The University of Southern Mississippi is an Affirmative Action, Equal Opportunity Employer.



Old Dominion University PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

General Description

The Provost and Vice President for Academic Affairs is the chief academic officer and second administrative officer of the University. He/she reports directly to the President.

Institutional Context

Old Dominion University, a young and growing institution, enrolls approximately 17,000 students. The University's main campus is located in Norfolk, Virginia, inside Hampton Roads, an attractive, historic, and internationally-oriented metropolitan area with a population of 1.4 million. The University also operates significant higher education centers in the nearby cities of Virginia Beach and Hampton.

Old Dominion University is one of the publicly assisted doctoral research universities within Virginia, and has an annual budget exceeding \$125 million. Offering 17 doctoral programs and over 50 master's degree programs to more than 5,000 graduate students, the University is an acknowledged national leader in instructional technology and communications and operates a satellite system for academic and public service purposes. The University is organized into six academic colleges: Arts and Letters, Business and Public Administration, Education, Health Sciences, and Sciences. It is the largest research university in Virginia with the National Aeronautics and Space Administration (NASA) and its aerospace used three percent of all the supercomputer time in the United States in 1990.

Old Dominion University is a selective admission institution. Twenty percent of its student body comes from outside of Virginia, and over 600 international students from more than 70 countries are enrolled. Forty-five percent of the University's student body is 25 years of age or older.

The University's Norfolk campus is located on the Elizabeth River, an inlet of the Chesapeake Bay. The Norfolk Naval Base, the largest naval base in the world, is three miles from the campus. Major federal research institutions that focus upon space, aeronautics, oceanography, and nuclear physics also are nearby.

Responsibilities

The responsibilities of the Provost and Vice President for Academic Affairs include:

- Academic and administrative leadership in teaching, research, creative activity, faculty development, continuing education, and public service
- Responsibility for academic budgets, program development, and personnel decisions within Academic Affairs
- University-wide responsibilities in the allocation of space and equipment, and for institutional research
- Approval of professional staff positions throughout the University

Qualifications

- An earned doctorate or equivalent terminal degree
- Extensive full-time college teaching, research, and administrative experience in progressively responsible positions
- Scholarly qualifications sufficient to merit an appointment as a tenured professor in one of the University's academic departments
- Superior ability in oral and written communication
- Strong commitment to rigorous academic standards
- Understanding of the role of a publicly-assisted university in an increasingly diverse and international society

Applications and Nominations

Applications and nominations should be directed to:
James V. Koch
President
Old Dominion University
Norfolk, VA 23529-0001
P.O. Box 5453-3159
FAX 804-684-4505

Review of credentials will begin on 1 March 1992 and continue until the position is filled.

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President

Sonoma State University
Rohnert Park, California

The Chancellor and the Board of Trustees of the California State University system invite nominations and expressions of interest for the Presidency of Sonoma State University.

Established in 1960, Sonoma State University is a predominantly undergraduate institution of liberal arts and sciences which also offers a select range of graduate and professional programs. Small class size and close relationships among students, faculty, and staff are hallmarks of the institution. More than 400 full-time and part-time faculty provide instruction to 7,400 students, 900 of whom reside on campus. Approximately 62 percent of the students are women; 23 is the average age of undergraduates and 38 is the average age of graduate students.

The University is located on 220 acres in the town of Rohnert Park, 50 miles north of San Francisco, 20 miles from the Pacific Ocean, and within the world-famous Sonoma wine region. The campus is a beautiful, modern, and well-equipped. The beauty of the campus and its setting allow students to pursue their educational goals in a pleasant environment removed from the pressures of urban life.

Prospective candidates should have the experience, vision, and energy to lead a comprehensive public university situated in a suburban/rural area. Candidates must be committed to excellence in undergraduate education in the liberal arts and sciences; experienced at working cooperatively with faculty, students, and staff; committed to expanding the positive relationship the University enjoys with the surrounding region; able to manage on the strong base of a well-managed institution; skilled at managing the budget of a complex organization; skilled at representing the institution in external relations; capable of expanding fund-raising efforts; committed to clear, strong leadership in advancing the goals of affirmative action and educational equity; and prepared to function in a collegial bargaining environment. Candidates also should have demonstrated proficiency in teaching and competency in scholarship, be able to provide academic leadership, and demonstrate successful administrative skills and collegial leadership.

The President is the chief executive officer of the University and is responsible to the Board of Trustees through the Chancellor.

Nominations and expressions of interest with current resumes should be sent to:

Mr. Ted J. Sengler, Chair
Presidential Selection Advisory Committee
Sonoma State University
1801 East Coast Avenue
Rohnert Park, CA 94928

Review of resumes will begin February 20, 1992.

An Equal Opportunity Employer
Women and ethnic minorities are encouraged to become candidates.

Sonoma State University
1801 East Coast Avenue • Rohnert Park, CA 94928
A campus of the California State University system

Special Education Assistant Professor, teach, for Fall 1992. Duties include teaching students with disabilities and supervising students in special education programs. Candidates should have a master's degree in special education and a minimum of two years of experience in the field. Salary range \$18,000-\$22,000. Send resume and references to: Dr. J. L. Sengler, Chair, Search Committee, 1801 East Coast Avenue, Rohnert Park, CA 94928. Review of resumes will begin February 20, 1992. An Equal Opportunity Employer. Women and ethnic minorities are encouraged to become candidates.

Special Education Assistant Professor, teach, for Fall 1992. Duties include teaching students with disabilities and supervising students in special education programs. Candidates should have a master's degree in special education and a minimum of two years of experience in the field. Salary range \$18,000-\$22,000. Send resume and references to: Dr. J. L. Sengler, Chair, Search Committee, 1801 East Coast Avenue, Rohnert Park, CA 94928. Review of resumes will begin February 20, 1992. An Equal Opportunity Employer. Women and ethnic minorities are encouraged to become candidates.

PRESIDENT

California University of Pennsylvania

The Council of Trustees of California University invites nominations and expressions of interest for the Presidency of the University for the year 1992-1993.

California University, founded in 1882, part of the State System of Higher Education of the Commonwealth of Pennsylvania, is a regional, comprehensive institution. The University's 33 full-time and 52 part-time faculty serve 7,000 students through the College of Liberal Arts, Education and Human Services, Science and Technology, and the College of Graduate Studies and Research.

The largest institution of higher education in extreme northeastern Pennsylvania, California University is located 35 miles south of Pittsburgh in the foothills of the Allegheny Mountains near Pennsylvania's Lake Highlands. The campus is a beautiful, modern, and well-equipped. The beauty of the campus and its setting allow students to pursue their educational goals in a pleasant environment removed from the pressures of urban life.

Prospective candidates should have the experience, vision, and energy to lead a comprehensive public university situated in a suburban/rural area. Candidates must be committed to excellence in undergraduate education in the liberal arts and sciences; experienced at working cooperatively with faculty, students, and staff; committed to expanding the positive relationship the University enjoys with the surrounding region; able to manage on the strong base of a well-managed institution; skilled at managing the budget of a complex organization; skilled at representing the institution in external relations; capable of expanding fund-raising efforts; committed to clear, strong leadership in advancing the goals of affirmative action and educational equity; and prepared to function in a collegial bargaining environment. Candidates also should have demonstrated proficiency in teaching and competency in scholarship, be able to provide academic leadership, and demonstrate successful administrative skills and collegial leadership.

The President is the chief executive officer of the University and is responsible to the Board of Trustees through the Chancellor.

Nominations and expressions of interest with current resumes should be sent to:

Mr. Frank Macnam
Chair, Presidential Search Committee
California University of Pennsylvania
P.O. Box 607
California, PA 16419

Applications should include a current resume and letter discussing the candidate's qualifications in terms of the stated criteria.

Applications will be reviewed commencing February 24, 1992. Candidates whose applications are reviewed after that date cannot be considered.

California University of Pennsylvania is an AA/EEO Employer, and strongly encourages the participation of women and minorities. This search is assisted by the Presidential Search Consultation Service of the Association of Governors' Boards.

PRESIDENT

**The Institute of European Studies
and
The Institute of Asian Studies**

The Board of Governors of The Institute of European Studies/The Institute of Asian Studies, a not-for-profit organization, invites nominations and applications for the position of President.

Based in Chicago, Illinois, IES/IAS offers superior academic programs abroad for American undergraduates of all races, creeds, and ethnic backgrounds. The goal of this organization is to provide students with a development of critical awareness of the common problems facing mankind and to become responsible, independent, and concerned citizens of the world. IES/IAS is committed to the internationalization of U.S. campuses through faculty development, seminars and conferences, faculty and student exchange, and lecture tours in the U.S. by overseas academics. IES Centers are located in Berlin, Dijon, Durham, Freiburg, Kiev, London, Madrid, Milan, Moscow, Nantes, Paris, Selemao, and Vienna. IAS programs are located in Adelaide, Bangkok, Beijing, Chennai, Lagos, Singapore, Taipei, Tokyo, and Yogyakarta.

The President is responsible for all programs, activities, and functions of the Institute and interface with its Board of Governors and external community. The President should understand the uniqueness of IES/IAS and its role in higher education. The successful candidate will most likely have had a senior academic position and have a blend of administrative experience. The new President should be available to assume the position in the late fall of 1992.

Applicants will be held in confidence. Please send resume and references to:

William J. Bowen
125 S. Wacker Drive
Suite 2800
Chicago, IL 60606

An equal opportunity, affirmative action employer.

Speech Pathology Instructor/Assistant Professor, teach, for Fall 1992. Duties include teaching students with disabilities and supervising students in special education programs. Candidates should have a master's degree in speech pathology and a minimum of two years of experience in the field. Salary range \$18,000-\$22,000. Send resume and references to: Dr. J. L. Sengler, Chair, Search Committee, 1801 East Coast Avenue, Rohnert Park, CA 94928. Review of resumes will begin February 20, 1992. An Equal Opportunity Employer. Women and ethnic minorities are encouraged to become candidates.

President
College Misericordia
Dallas, Pennsylvania

The Board of Trustees of College Misericordia invites nominations and expressions of interest for the Presidency of the University for the year 1992-1993.

Established in 1924 by the Religious Sisters of Mercy who continue to govern the institution, College Misericordia is a Catholic, co-educational college dedicated to the values of justice, mercy and service. It moves to deliver quality, affordable undergraduate and graduate education to individuals of all backgrounds. Accredited by the Middle States Association, the college integrates faith with academic and professional education. The college has programs in nursing, education, business, health care, social work, and psychology.

The college currently has approximately 1,000 traditional and non-traditional students in residence. The college has a full and part-time faculty of 130. The college has a strong commitment to the physical plant, and is expanding its facilities to meet the needs of its students. The college has a strong commitment to the physical plant, and is expanding its facilities to meet the needs of its students.

Prospective candidates should have the experience, vision, and energy to lead a comprehensive public university situated in a suburban/rural area. Candidates must be committed to excellence in undergraduate education in the liberal arts and sciences; experienced at working cooperatively with faculty, students, and staff; committed to expanding the positive relationship the University enjoys with the surrounding region; able to manage on the strong base of a well-managed institution; skilled at managing the budget of a complex organization; skilled at representing the institution in external relations; capable of expanding fund-raising efforts; committed to clear, strong leadership in advancing the goals of affirmative action and educational equity; and prepared to function in a collegial bargaining environment. Candidates also should have demonstrated proficiency in teaching and competency in scholarship, be able to provide academic leadership, and demonstrate successful administrative skills and collegial leadership.

The President is the chief executive officer of the University and is responsible to the Board of Trustees through the Chancellor.

Nominations and expressions of interest with current resumes should be sent to:

Mr. Frank Macnam
Chair, Presidential Search Committee
College Misericordia
P.O. Box 607
College Misericordia, PA 16419

Applications should include a current resume and letter discussing the candidate's qualifications in terms of the stated criteria.

Applications will be reviewed commencing February 24, 1992. Candidates whose applications are reviewed after that date cannot be considered.

College Misericordia is an AA/EEO Employer. This search is assisted by the Presidential Search Consultation Service of the Association of Governors' Boards.

The President is the chief executive officer of the University and is responsible to the Board of Trustees through the Chancellor.

Nominations and expressions of interest with current resumes should be sent to:

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College Misericordia
P.O. Box 607
College Misericordia, PA 16419

Applications should include a current resume and letter discussing the candidate's qualifications in terms of the stated criteria.

Germantown Friends School
Head of School

Germantown Friends School, the largest of the Quaker schools in and around Philadelphia, serves 664 boys and girls from kindergarten through 12th grade.

Located in Germantown, a diverse urban neighborhood, the school has a well-deserved reputation for outstanding academics and dynamic performing and visual arts programs.

The position is open without regard to gender, age, race or national origin. The appointment will be effective summer 1992.

Interested candidates should send their resumes and letters of interest to: Mr. A. J. Sengler, Chair, Search Committee, 1801 East Coast Avenue, Rohnert Park, CA 94928.

Applications should include a current resume and letter discussing the candidate's qualifications in terms of the stated criteria.

Applications will be reviewed commencing February 24, 1992. Candidates whose applications are reviewed after that date cannot be considered.

Germantown Friends School is an AA/EEO Employer. This search is assisted by the Presidential Search Consultation Service of the Association of Governors' Boards.

The President is the chief executive officer of the University and is responsible to the Board of Trustees through the Chancellor.

Nominations and expressions of interest with current resumes should be sent to:

Mr. Frank Macnam
Chair, Presidential Search Committee
Germantown Friends School
P.O. Box 607
Germantown, PA 19340

Applications should include a current resume and letter discussing the candidate's qualifications in terms of the stated criteria.

Applications will be reviewed commencing February 24, 1992. Candidates whose applications are reviewed after that date cannot be considered.

Germantown Friends School is an AA/EEO Employer. This search is assisted by the Presidential Search Consultation Service of the Association of Governors' Boards.

The President is the chief executive officer of the University and is responsible to the Board of Trustees through the Chancellor.

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Mr. Frank Macnam
Chair, Presidential Search Committee
Germantown Friends School
P.O. Box 607
Germantown, PA 19340

Applications should include a current resume and letter discussing the candidate's qualifications in terms of the stated criteria.

Applications will be reviewed commencing February 24, 1992. Candidates whose applications are reviewed after that date cannot be considered.

Germantown Friends School is an AA/EEO Employer. This search is assisted by the Presidential Search Consultation Service of the Association of Governors' Boards.

The President is the chief executive officer of the University and is responsible to the Board of Trustees through the Chancellor.

Nominations and expressions of interest with current resumes should be sent to:

Mr. Frank Macnam
Chair, Presidential Search Committee
Germantown Friends School
P.O. Box 607
Germantown, PA 19340

Applications should include a current resume and letter discussing the candidate's qualifications in terms of the stated criteria.

Editorial
Position

Holt, Rinehart and Winston, Inc., a major school textbook publisher with headquarters in Austin, has an editorial position available in its Social Science Department.

Qualified candidates must have a bachelor's degree in history or a related field, and a minimum of two years of editorial experience.

Interested candidates should send their resumes and letters of interest to: Mr. A. J. Sengler, Chair, Search Committee, 1801 East Coast Avenue, Rohnert Park, CA 94928.

Applications should include a current resume and letter discussing the candidate's qualifications in terms of the stated criteria.

Applications will be reviewed commencing February 24, 1992. Candidates whose applications are reviewed after that date cannot be considered.

Holt, Rinehart and Winston is an AA/EEO Employer. This search is assisted by the Presidential Search Consultation Service of the Association of Governors' Boards.

The President is the chief executive officer of the University and is responsible to the Board of Trustees through the Chancellor.

Nominations and expressions of interest with current resumes should be sent to:

Mr. Frank Macnam
Chair, Presidential Search Committee
Holt, Rinehart and Winston
P.O. Box 607
Austin, TX 78761

Applications should include a current resume and letter discussing the candidate's qualifications in terms of the stated criteria.

Applications will be reviewed commencing February 24, 1992. Candidates whose applications are reviewed after that date cannot be considered.

Holt, Rinehart and Winston is an AA/EEO Employer. This search is assisted by the Presidential Search Consultation Service of the Association of Governors' Boards.

The President is the chief executive officer of the University and is responsible to the Board of Trustees through the Chancellor.

Nominations and expressions of interest with current resumes should be sent to:

Mr. Frank Macnam
Chair, Presidential Search Committee
Holt, Rinehart and Winston
P.O. Box 607
Austin, TX 78761

Applications should include a current resume and letter discussing the candidate's qualifications in terms of the stated criteria.

Southeast community college
LINCOLN, NEBRASKA

CHANCELLOR

Are you a true executive who can advance an organization to excellence? Are you a leader? Are you results oriented? Are you an activist? Do you make things happen? Are you a diplomat and yet have the courage to stand up for what you believe? Can you identify and develop other people's strengths? Can you coordinate the efforts of diverse individuals and organizations?

If this describes you, we encourage you to apply for the position of Chancellor at Southeast Community College.

Southeast Community College is a multi-campus college with the administrative offices located in Lincoln, the capital of Nebraska. Southeast Community College, with 450 full-time employees and a \$25,000,000 budget, serves over 38,000 people (5,800 FTE) each year through credit and non-credit courses. The campuses, located in Lincoln, Milford and Beatrice, provide vocational/technical and academic programs. Southeast Community College is a locally supported two-year public community college and a vital segment of Nebraska's postsecondary education.

The Chancellor serves as the chief executive officer of the College, reporting directly to a locally elected Board of Governors.

Qualifications of the successful candidate will include:

- A leader who will work with the Board of Governors and the College community to provide an open and objective atmosphere for policy making and participatory management.
- A demonstrated commitment to affirmative action and equity in the recruitment and retention of staff, students and faculty, and in the development of college programs, curricula and organization.
- Able to provide positive leadership in community relations, marketing, legislative relations, fund raising, and the teaching and learning environment.
- Able to provide a vision that looks to future opportunities and changes for the College.
- Experiences and skills in budgeting, financial management, economic development, strategic planning and organizational development.
- Experiences in higher education administration.
- An earned doctoral degree, persons with master's degrees and related experience will be given serious consideration.

Salary is competitive and commensurate with qualifications and experience. Excellent benefits. Salary is competitive and commensurate with qualifications and experience. Excellent benefits.

Applicants for the position of Chancellor are requested to provide:

- A letter of application specifically addressing education, leadership skills, management style and experience.
- A current resume or curriculum vita.

Send to: Chancellor Selection Committee, c/o Souder Law Firm
P.O. Box 82027, 411 South 13th Street, Lincoln, NE 68501
(402) 435-3758, 9 a.m. - 4 p.m. CST

Reviewing and screening of applications will begin on February 15, 1992. The application process will remain open until a suitable candidate is found. Candidates selected for consideration for the position will be required to provide references, additional information and transcripts. The Chancellor is expected to assume the position on or before July 1, 1992.

All applications will be held in absolute confidence as property of the Souder Law Firm. General Counsel to the Southeast Community College Board of Governors. Applications will be available only to Board CEO Search Committee members whose names are on the list of applicants.

Southeast Community College is an Equal Opportunity/Affirmative Action Employer. All individuals, especially women and minority students are encouraged to apply.

The two-year college system in Nebraska (1100 students) is the largest in the nation. The University of Nebraska-Lincoln is the largest in the state. The University of Nebraska-Lincoln is the largest in the state. The University of Nebraska-Lincoln is the largest in the state.

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End Paper



Preserving the Past for the Future

NOT LONG AFTER THE INVENTION OF PHOTOGRAPHY, it was widely acknowledged that photographs had a particular utility as historical documents, capable of bringing the distant near and preserving the past for the future. "Posterity, by the agency of photography, will view the faithful image of our times," Englishman Lake Price wrote in 1858. "The future student, in turning the pages of history, may at the same time look on the very skin, into the very eyes, of those long since mouldered to dust, whose lives and deeds he traces in the text."

For American essayist Oliver Wendell Holmes, writing the following year, the extraordinary detail preserved in a photographic image made a "perfect photograph . . . absolutely inexhaustible" as a source of information. Late-twentieth-century advances in electronic imaging, which permit the manipulation and alteration of photographic images, make it difficult for us to maintain this faith in the fundamental authenticity of contemporary photographs. But the close visual correspondence between the subject photographed and the photographic image makes most nineteenth-century photographs apt subjects for historical inquiry.

"Photography in Nineteenth-Century America," an exhibition of 151 framed prints, daguerotypes, books, albums, and stereographs, will be at the Mead Art Museum of Amherst College from February 1 through April 5.

The text above is by Murtha A. Sandweiss, director of the Mead Art Museum. It is excerpted from the exhibition's accompanying book, which is edited by Ms. Sandweiss and co-published by the Amherst College Museum and Harry N. Abrams Inc.

Ways & Means

President Bush plans to appoint the controversial Carol Lammone to the Board of Trustees of the Woodrow Wilson International Center for Scholars, according to Charles Litterer, the center's director. The Woodrow Wilson Center, a federally supported research institution, has a board appointed by the President. No Senate confirmation is required.

Ms. Lammone, a teacher and administrator in the Gallatin Division of New York University, was the subject of a bitter political battle last year after the President nominated her to a seat on the National Council on the Humanities, the advisory board for the National Endowment on the Humanities. The Senate Labor and Human Resources Committee killed her nomination in July. Next Chairman Lynne V. Cheney decided Ms. Lammone's rejection, saying she had been rejected because of her conservative political views. Opponents of the nomination said they had fought the nomination because she did not have a distinguished record as a scholar.

Last week, some critics of Ms. Lammone privately said they believed that the Administration had wanted her this appointment as a "consolation prize." They also said Ms. Cheney, who is a member of the Wilson board, had played a role in persuading the Administration to reject Ms. Lammone for a post that could not be blocked by the Senate. Ms. Lammone was unavailable for comment. A spokeswoman for Ms. Cheney said she had played no role in the appointment, adding: "If Lynne Cheney is doing all the things that everyone accuses her of doing, then she'd have no time to run the endowment. If she was such a superwoman, I'd send her my laundry."

Mississippi Gov. Kirk Fordice set off a controversy last week when he said he would call out the National Guard if the U.S. Supreme Court ordered improvements in the state's historically black colleges that would require a tax increase. Mr. Fordice, a Republican, made the comments in response to a question while speaking at the Mississippi Press Association. Asked what he would do if the Supreme Court ordered a tax increase, he said: "We may have to call out the National Guard, because I'm not going to do it."

The Supreme Court is now considering a desegregation case in which supporters of the state's black colleges have asked for judicial orders to require more state support for the institutions.

After the Governor's remarks were criticized, aides said he had not been understood. Johnna Plummer, the Governor's press secretary, said: "He was using a strong metaphor to illustrate how opposed he is to raising taxes. He did not literally mean that he was going to call out the Guard."

Government & Politics

Justice Department Ends Its Antitrust Inquiry at 19 Colleges; Their Leaders Express Relief

But the absence of notification letters to other institutions leaves their presidents worried

By SCOTT JASCHIK

WASHINGTON

The Justice Department last week sent letters to 19 colleges and universities to notify them that they were no longer under investigation for possible violations of federal antitrust laws.

Officials at the colleges said they were

glad to have the inquiry end. They said they had never violated antitrust laws, but had been forced to spend hundreds of thousands of dollars on legal fees because of the probe.

Said Michele Toleda Myers, president of Denison University: "We're very pleased to have this end. We never felt we were

doing any kind of collusion or price fixing."

But while some college presidents were celebrating, others were still worrying. No members of the Ivy League Group, which has been at the center of the Justice Department investigation, reported receiving a letter from the Justice Department last week.

The Justice Department inquiry, which started in 1989, concerned allegations that some private colleges shared information about tuition rates and financial-aid awards in a way that violated federal antitrust laws. The Justice Department has never released a list of all of the colleges in the probe, but 37 institutions have confirmed that the department requested documents from them for the inquiry.

Settlement With Ivy League Colleges

All 23 members of the Ivy League Group were among the 57. The Ivy League Group is an organization of prestigious private colleges in the Northeast that—until the inquiry began—met annually to compare financial-aid awards being offered to prospective students.

Last May the department reached a settlement with the eight Ivy League institutions, under which they would stop participating in Ivy League Group activities. At the same time, the department formally charged the Massachusetts Institute of Technology, another Ivy League member, with violating antitrust laws when it would not join in the agreement.

The department has taken no action against the remaining 14 members of the group, but none of them was cleared by the department last week. Officials of those institutions, who asked not to be identified, said they did not know if the Justice

Continued on Page A27

Some U.S. Budget Gains Likely for Science, but Little Increase for Student Aid

By THOMAS J. DELUGHERY

WASHINGTON

College officials expect President Bush to seek major increases for student aid and biomedical research, but large increases for some other kinds of scientific research when he sends his budget request for fiscal 1993 to Congress this week.

The mounting federal deficit and a 1990 agreement between Congress and the White House are expected to limit spending for the 1993 fiscal year, which begins in October. Most Washington observers expect the Bush Administration to concentrate its proposed increases on programs that will serve the President's political interests as he seeks re-election.

Mr. Bush announced one such priority last week, indicating that he would keep a promise made at the 1989 "Education Summit" in Charlottesville, Va., by requesting a \$400-million increase in the \$2.2-billion Head Start program for disadvantaged preschool children.

Major Increases for NSF

The White House also appears to be prepared to continue its campaign for major increases in the budget of the National Science Foundation. The President is expected to request a raise of about 18 per cent for fiscal 1993. Part of the additional money would go for major new NSF efforts in manufacturing and environmental research and new governmentwide programs in biotechnology and advanced materials.

The Administration is also expected to request a 34-per-cent increase for the Superconducting Supercollider, which is being constructed near Dallas. That would bring

the supercollider's budget to \$650-million, and supporters and critics are preparing for a major fight over the request.

Though many details about the budget are still unclear, college lobbyists here say they're not expecting big increases for Pell Grants, health research, or other programs because of the terms of the 1990 budget agreement. That five-year accord limits spending for domestic discretionary programs—which exclude benefit programs like Medicaid—to \$207-billion, an increase

Continued on Page A28

Judge Finds Discrimination Against Hispanics in Texas System; Corrective Plan Ordered

By KATHERINE S. MANGAN

AUSTIN, TEX.

A state judge ruled last week that Texas's higher-education system has discriminated against Hispanic citizens.

The ruling, which stunned political leaders, appeared to contradict the findings of a jury in the same case. It was a victory for Hispanic groups that claim the state discriminates against residents of the predominantly Hispanic South Texas region.

State District Judge Benjamin Bressi, Jr., gave the state until May 1993 to propose a plan to correct inequities in its formulas for financing public colleges and universities and for insuring equal treatment for the six four-year colleges in South Texas. If the state fails to do so, the judge said he would freeze state payments to all public colleges.

Lawyers for the state said they would almost certainly appeal the ruling, which,

Continued on Page A30

Institutions Covered by Texas Court Decision



1. Corpus Christi State University
2. Laredo State University
3. Texas A&M University
4. University of Texas at El Paso
5. University of Texas at San Antonio
6. University of Texas at Austin

CHRONICLE MAP BY JOHN GRADSHAW

Campaign Draws Attention to Idea of Linking Student Loans, Service

Continued From Page A1
issued by several key members of Congress in 1989. That proposal would have required students to perform national service as a condition of receiving aid. Many educators attacked the idea as discriminatory because it placed extra burdens on students from needy families.

While some college students and officials praise Mr. Clinton's concept as a way to generate enthusiasm for public service and political support for student aid, many others fault it for its lack of specificity.

Gov. Bill Clinton, who has made national service part of his campaign, says the idea could "revolutionize the social landscape of America."

They say the Clinton plan would not solve either key student-aid problems, such as helping students reduce indebtedness or reducing defaults.

The Clinton proposal, critics also say, appears more tailored to middle-class, 18-to-22-year-olds, rather than the growing numbers of non-traditional students.

U.S. Sen. Bob Kerrey of Nebraska, one of Mr. Clinton's rivals for the Democratic nomination, has attacked the plan. Senator Kerrey says that "national service should be an active part of every American child's life," but that treating it as "a ticket to go to college" is wrong.

Several other Democratic candidates have also criticized the plan, but their attacks have presumed incorrectly—that Mr. Clinton's proposal would mandate national service in exchange for aid.

Precise details of the Clinton plan have not yet been determined. John Kroger, deputy national-issues director for Mr. Clinton, says the campaign organization is not equipped to develop such a plan. But the principles are clear, and they reflect the "responsibility" theme that Mr. Clinton is championing on the campaign trail.

'Opportunity and Flexibility'

Mr. Clinton envisions a national direct-loan system open to every student. Because students would have the option of repaying their loans through national service or as a proportion of their income, Mr. Kroger says, "It expands opportunity and flexibility" and "decreases the burden" that some students now face when they graduate with heavy debts.

Mr. Kroger says the campaign has not determined whether the program would be open to students from for-profit trade schools, or whether it would continue the current policy of covering students' interest payments while in school.

The campaign has also been vague about the program's cost, although at one point officials estimated it would require at least the

same amount of money now tied up in the guaranteed student-loan program—\$12.2 to \$13 billion. Mr. Clinton says he would pay for it with some of the money now going to the student-loan program and with a portion of the "peace dividend" realized by cuts in defense spending.

The costs of the program would be incurred in the creation of the initial loan fund, the money lost when student-loans are forgiven, and perhaps a portion of the salaries of the workers in national service. Campaign officials say the number of defaults would be minimized by involving the Internal Revenue Service or some new agency in collections.

Michael K. Hooker, president of the University of Maryland-Baltimore County, is among those who are sold on the proposal. A former Vista volunteer, Mr. Hooker says he likes the plan because it encourages service. And, he adds, the plan "is not punitive" for students who choose to repay the loans but want to enter lower-paying professions.

Pilot Program Planned

Joseph Diffey, president of American University, is equally enthusiastic. He was one of the few college presidents to endorse the earlier proposal for mandatory national service. "The campaign is giving momentum to the idea," he says. "It's an idea that really should be confronted."

Under a law enacted in 1990, a new Commission on National and Community Service will oversee a pilot program that will help states offer students vouchers toward tuition for each year they have



Lee Knight: Despite the appeal of national service tied to student loans, she foresees drawbacks for people with low-paying jobs.

worked in an approved community-service project. Up to eight states will be selected to participate in the program.

Mr. Diffey says he favors an even broader program. He laments the lack of opportunities for Americans from different segments of society to work together, and says a broad national-service program could redress that. Mr. Diffey said that student-aid programs could reap palliative benefits from the Clinton plan. "It's one of the

more promising routes to get more money in programs."

A sampling of student opinion shows a wide range of opinions. Pete Weber, a sophomore at the University of Iowa, says the program has some appeal. "I guess I would have gone to a better school or what some people would call a better school—a more expensive school—if I had the opportunity to get more money," he says.

Steve Zimmer, a senior at Goucher College, says national service "could be a very powerful and uplifting experience" for students, but "I don't think it's something that everyone would do."

Like Senator Kerrey, Mr. Zimmer says he fears the program could create the wrong motivation for service. Citing his own case, Mr. Zimmer says he is about to graduate, \$15,000 in debt. If he had the chance to write off that debt through national service, Mr. Zimmer says, "I'd probably do it, and I'd be doing it for the wrong reasons."

'Really Good New Option'

Lee Knight, a senior and student-government president at the University of Arizona, calls the plan "a really good new option," because it could encourage more students to perform national service. But she says such work would not appeal to all students, and the income-contingent payback system has some drawbacks.

"The people who have the lowest-paying jobs pay the largest," she says.

Ms. Knight, who spent last summer evaluating various student-aid options for the Harry S. Truman Foundation, says the Clinton plan should supplement, not replace, the existing student-aid system, which now serves many students well.

Mr. Clinton's failure to specify whether he would retain the in-

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school interest subsidy or create a program to students at private schools admits many, particularly student groups. The United States Student Association says the potential loss of the interest subsidy would increase the average student's indebtedness by 22 percent.

Scelena Dong, legislative director of the association, says the average public-college student graduates \$6,800 in debt; for private-college students, the average is \$10,000. She says her organization is disappointed that Mr. Clinton is not addressing the more important issue of helping students avert those heavy debts. "We have yet to hear him vigorously talk about grants as the primary form of aid," she says.

Ms. Dong says students "don't want to look ungrateful" for the federal help they receive. "We live in individual responsibility," she says. But "people are not defaulting because it's fun."

'Not Enough Grant Money'

The heavy loan burden on students is also a concern to Thomas Ehrlich, president of the Indiana University System. "There's not enough grant money," he says. "I see students all the time who emerge from college deeply in debt."

Hitt Mr. Ehrlich, a member of the Commission on National and Community Service, says there is no reason the national-service could not work, too. "As a supplement, I think it could have great advantages for the country and great advantages for young people."

Frederick W. O'Neal, chancellor of the University of Tennessee at Chattanooga, says the program could not work, too. "As a supplement, I think it could have great advantages for the country and great advantages for young people."

Critics say the Clinton proposal lacks specificity and would fail to solve other problems, such as helping students reduce their indebtedness.

Chattanooga, says he thinks the program is innovative, but worries that most non-traditional students would not benefit.

"Older part-time students with family circumstances that don't give them the flexibility of the traditional 18- to 22-year-old probably would not be able to use the national-service option, he says.

He says candidates should develop programs with an understanding of "who's there and who can benefit from them, not some mythical student body that used to be there 20 years ago."

Adding Mr. O'Neal: "I like the notion of encouraging students and putting some carrots out there, but not at the expense of other needs, such as making it easier for students who carry less than a half-time academic load to receive student aid."

To the extent that it does divert attention from some of the more immediate concerns, this turns out to be a negative," he says.

That alone, Mr. Ehrlich says, is no reason to dismiss the idea. He adds: "I don't believe the notion that one can't think of more than one thing at a time."

Government & Politics

Humanities Scholars Fear Loss of Popular Challenge-Grant Program

By STEPHEN BURD

WASHINGTON
Humanities scholars fear that a popular federal program that provides support for universities and scholarly groups may be eliminated because of budget cuts and lack of support from the National Endowment for the Humanities.

The Challenge Grant Program provides money for general support that must be matched on a 1-for-1 basis by its recipients. For fiscal 1992, the program grants a budget of \$12.4 million, an 85-percent decrease from the previous year. It was the only part of the new budget that took a severe cut.

Stephen Cox, director of the University of Arizona Press, says the grant his institution is getting this year "will have a marked effect on our publishing capabilities, allowing us to be able to increase the number of books we publish. It would be very sad if they decided to end this program."

Many humanities scholars blame the budget cuts on staff changes made last summer at the endowment, resulting in the elimination of the Office of Challenge Grants and the redistribution of its duties to other endowment divisions.

Some privately say that staff chairman Lyne V. Cheney made it clear to lawmakers on the House and Senate Appropriations Committees that she favored cuts in the Challenge Grant Program because she dislikes it and planned either to eliminate it entirely or to change its emphasis from general support of

pressing the case for an increase in support for the program. "Challenge Grants are unique in the kinds of money they allow organizations like us to raise," says Lark Wenger, executive director of the Medieval Academy of America, an academic society that promotes research, publication and instruction in all aspects of the Middle Ages.

He adds: "For an organization like ours that was looking to raise capital funds as opposed to funds for a specific project, the Challenge Grants were one of the few places we could turn. They offer the best means for institution building by providing funds you can't get anywhere else."

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US Notifies 19 Colleges It Has Ended Antitrust Probe; Others Still Worried

Continued From Page A25
Department was planning additional action against them.

The overlap colleges, besides the League universities and colleges, included the Justice Department investigation that did not hear from the department last week and they were encouraged by the news that the investigation appeared to be ending. Ruth A. Schmidt, the president of AACS

lege, said: "We've pleased, but we knew we've violated nothing to begin with. And it's all been very costly."

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Changes Defended

To back up their claim, they say that the Administration last January requested a \$1-million increase to the Challenge Grant Program for fiscal 1992. But humanities scholars, upset by the staff changes and budget cuts, say that the NEH leadership had changed its feelings about the Challenge Grants by the time Congress was considering the new budget.

Endowment officials also defend the staff changes, in which all three of the program officers in the Challenge Grants Office were moved to other divisions of the endowment—one to the education division, one to the research division, and one to the division of public programs—where they were to continue reviewing Challenge Grant applications.

At the time, NEH officials said the staff changes were "a big deal" and, according to Mr. Cheney, the personnel moves were designed to insure "a closer working relationship" between the Challenge Grants Office and the endowment's program divisions.

Mr. Cherrington says: "Certainly, these budget cuts were not something we ever encouraged. When the House of Representa-

Scott College, said she had assumed all doing that she was assuming would be brought against the college. "It has been a terrible waste," she said.

Richard F. Rosser, president of the National Association of Independent Colleges and Universities, said last week's letters from the Justice Department indicated that the inquiry had been "an extraordinary fishing expedition."

Said Mr. Rosser: "I think it's quite tragic that this investigation began in the first place."

Ms. Tolomusa of the Justice Department said she would have comment on the complaints of the college officials.

Jon Gombard provided research assistance for this article.

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'I Don't Understand'

When council member Paul J. Olsch, president of Bowling Green State University, says: "I don't understand the budget cuts. The Challenge Grant Program is the only sort of program the NEH has that encourages the people who receive the grants to raise private funds. It's a very productive program and it seems to me that it fits a Republican agenda."

He adds: "The NEH is made up of people appointed by two Republican Administrations. I would have thought that this kind of program would be in accordance with the Republican agenda in that it encourages private matching funds."

No matter who was responsible for the large cuts in this year's budget, humanities scholars rave about the value of the program. Solid Mr. Wenger of the Medieval Academy: "It has been rumored that the program is being threatened with being cut altogether or being reduced. We hope for our sake and the sake of our fellow institutions that the program isn't allowed to die of neglect."



Luke Wenger, director of an academic society: "Challenge Grants are unique in the kinds of money they allow us to raise."

Campaign Draws Attention to Idea of Linking Student Loans, Service

Continued From Page A1
issued by several key members of Congress in 1989. That proposal would have required students to perform national service as a condition of receiving aid. Many educators attacked the idea as discriminatory because it placed extra burdens on students from needy families.

While some college students and officials praise Mr. Clinton's concept as a way to generate enthusiasm for public service and political support for student aid, many others fault it for its lack of specificity.

Gov. Bill Clinton, who has made national service part of his campaign, says the idea could "revolutionize the social landscape of America."

They say the Clinton plan would not solve other key student-aid problems, such as helping students reduce indebtedness or reducing defaults.

The Clinton proposal, critics also say, appears more tailored to middle-class, 18-to-22-year-olds, rather than the growing numbers of non-traditional students.

U.S. Sen. Bob Kerrey of Nebraska, one of Mr. Clinton's rivals for the Democratic nomination, has attacked the plan. Senator Kerrey says that "national service should be an active part of every American child's life," but that treating it as "a ticket to go to college" is wrong.

Several other Democratic candidates have also criticized the plan, but their attacks have presumed—incorrectly—that Mr. Clinton's proposal would mandate national service in exchange for aid.

Precise details of the Clinton plan have not yet been determined. John Kroger, deputy national-services director for Mr. Clinton, says the campaign organization is not equipped to develop such a plan.

But the principles are clear, and they reflect the "responsibility" theme that Mr. Clinton is championing on the campaign trail.

'Opportunity and Flexibility'

Mr. Clinton envisions a national direct-loan system open to every student. Because students would have the option of repaying their loans through national service or as a portion of their income, Mr. Kroger says, "it expands opportunity and flexibility" and "decreases the burden" that some students now face when they graduate with heavy debts.

Mr. Kroger says the campaign has not determined whether the program would be open to students at for-profit trade schools, or whether it would complement the current policy of covering students' interest payments while in school. The campaign has also been vague about the program's cost, although at one point officials estimated it would require at least the

same amount of money now tied up in the guaranteed student-loan program—\$12.2 to \$13-billion. Mr. Clinton says he would pay for it with some of the money now going to the student-loan program and with a portion of the "peace dividend" realized by cuts in defense spending.

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'Really Good New Option'

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Government & Politics

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By STEPHEN BURD

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Humanities scholars fear that a popular federal program that provides support for universities and scholarly groups may be eliminated because of budget cuts and lack of support from the National Endowment for the Humanities. The Challenge Grant Program provides money for general support that must be matched on a 3-to-1 basis by its recipients. For fiscal 1992, the program Grants were one of the few places we could turn. They offer the best means for institution building by providing funds you can't get anywhere else."

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Many humanities scholars blame the budget cuts on staff changes made last summer at the endowment, resulting in the elimination of the Office of Challenge Grants and the redistribution of its duties to other endowment divisions. Some privately say that NEH Chairman Lynne V. Cheney made it

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He adds: "For an organization like ours that was looking to raise capital funds as opposed to funds for a specific project, the Challenge Grants were one of the few places we could turn. They offer the best means for institution building by providing funds you can't get anywhere else."

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Presidents of the 15 non-4-year colleges included in the Justice Department investigation that did not hear from the department last week said they were encouraged by the news that the investigation appeared to be ending. Ruth A. Schmidt, the president of Agnes

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Said Mr. Rosser: "I think it's quite tragic that this investigation began in the first place."

Ms. Talamona said she would not comment on the complaints of the college officials.

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tives reduced our Challenge Grant request, they knew nothing about the reorganization. The two things were done independently."

But John Hammer, the director of the National Humanities Alliance, says, "At the time of the budget decisions, I speculated that there had been a checking back and forth" between the NEH and Congress over the issue, as Congressional aides have confirmed.

"And I can't find any evidence that the NEH protested the budget cut," he adds.

Says Stanley Katz, the president of the American Council of Learned Societies: "I've wondered whether the fact that there was this peculiar reorganization of the Challenge Grants Office, which appeared to be diminishing the importance of Challenge Grants at NEH, making it so there would no longer be a control program, had influenced Congress's decision."

Criticism From Council

While the endowment continues to defend its handling of the Challenge Grant Program, the controversy over its budget has brought more criticism of the endowment from the National Council on the Humanities, the NEH advisory board.

Robert Hollander, a professor of European literature at Princeton University and until recently a member of the council, says he opposed the staff changes. He says: "I think Lynne Cheney decided to redefine the program in an attempt

to get a firmer set of controls over the way in which the money is spent."

Mr. Hollander adds: "I was never a fan of the changes. The decentralization of the staff changes resulted in a loss of the original conception of the program. I don't like the idea that these Challenge Grants would now be judged in a similar way to and by the same criteria as other projects, grants."

"I Don't Understand"

NEH council member Paul J. Olsch, president of Bowling Green State University, says: "I don't understand the budget cuts. The Challenge Grant Program is the only sort of program the NEH has that encourages the people who receive the grants to raise private funds. It's a very productive program and it seems to me that it fits a Republican agenda."

He adds: "The NEH is made up of people appointed by two Republican Administrations. I would have thought that this kind of program would be in accordance with the Republican agenda in that it encourages private matching funds."

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At the time, NEH officials said the staff changes were "no big deal" and, according to Mrs. Cheney, the personnel moves were designed to insure "a closer working relationship" between the Challenge Grants Office and the endowment's program divisions.

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Said Mr. Wenger of the Medieval Academy: "It has been rumored that the program is being threatened with being cut altogether or being reduced. We hope for our sake and the sake of our fellow institutions that the program isn't allowed to die of neglect."

Changes Defended

To back up their claim, they say that the Administration last January requested a \$1-million increase to the Challenge Grant Program for fiscal 1992. But humanities scholars, upset by the staff changes and the budget cuts, say that the NEH leadership had changed its feelings about the Challenge Grants by the time Congress was considering the next budget.

Endowment officials also defended the staff changes, in which all three of the program officers in the Challenge Grants Office were moved to other divisions of the endowment—one to the research division, and one to the division of public programs—where they were to continue reviewing Challenge-Grant applications.

At the time, NEH officials said the staff changes were "no big deal" and, according to Mrs. Cheney, the personnel moves were designed to insure "a closer working relationship" between the Challenge Grants Office and the endowment's program divisions.

Mr. Cherrington says: "Certainly, these budget cuts were not something we ever encouraged. When the House of Representa-

to get a firmer set of controls over the way in which the money is spent."

Mr. Hollander adds: "I was never a fan of the changes. The decentralization of the staff changes resulted in a loss of the original conception of the program. I don't like the idea that these Challenge Grants would now be judged in a similar way to and by the same criteria as other projects, grants."

"I Don't Understand"

NEH council member Paul J. Olsch, president of Bowling Green State University, says: "I don't understand the budget cuts. The Challenge Grant Program is the only sort of program the NEH has that encourages the people who receive the grants to raise private funds. It's a very productive program and it seems to me that it fits a Republican agenda."

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Luke Wenger, director of an academic society, 'Challenge Grants are unique in the kinds of money they allow us to raise.'

Big Gains Likely in Science, Not in Student Aid

Continued From Page A25
of only \$5-billion over fiscal 1992.

Health researchers are glumly predicting that President Bush will ask for an increase of between 3 and 4 percent for the National Institutes of Health. "It's absurd to have an agency as productive as the NIH has been over the past four decades get such small increases," said David B. Moore, the assistant director of governmental relations at the Association of American Medical Colleges. "They're slowly strangling it."

Bernadine P. Henly, the director of the NIH, conceded in an interview last week that she was "disappointed" with the Administration's budget request. "But there are competing Administration priorities, and this year, Head Start—which I think is a very important program—is the No. 1 priority," she said. "We've got to respect competing priorities."

Similar to 1991 Proposals

As for student aid, college officials and Congressional aides expect the Administration's 1993 budget figures to be based on proposals for restructuring aid programs that will be similar to those

the White House put forth last year in its plan for reauthorizing the Higher Education Act. The Administration's proposals, which Congressional committees have rejected in their debates on reauthorization, would hold student-aid spending constant and redistribute the funds so that the neediest students get larger grants.

"I'm not expecting anything that we can enthusiastically stand up and best our chests about," Edward M. Elmendorf, vice-president for government relations for the American Association of State Colleges and Universities, said of the Administration's proposals.

Hopes for a larger student-aid budget in fiscal 1993 may ride on the speed with which Congress approves a new Higher Education Act. If the bill's stewards in Congress keep to their schedules and approve a reauthorization bill by the summer, the Appropriations Committee may feel obliged to provide aid programs with increases when they complete work on budget bills in the fall. Such increases would take effect in the 1993-94 academic year.

If Congress and the White House fail to agree on a higher-education law by the summer, lawmakers

could apt to be stingy for 1993 and to save any possible increases for fiscal 1994, which will provide aid for the 1994-95 academic year.

Even if reauthorization is done in time to affect the fiscal 1993 budget, students and college officials expect that the 1990 budget agreement and the President's emphasis on finding money for Head Start will limit student-aid increases.

Many in higher education are calling for a new budget agreement

The Administration is expected to concentrate proposed increases on programs that will serve the President's interests as he seeks re-election.

that would not include the current prohibitions on moving funds between domestic and defense accounts. They hope that cuts in the Pentagon budget will create "a peace dividend" that could be spent on education, health care, and other programs.

Advocates for increased spending on various domestic programs—including health care, housing, and welfare—already have begun banding together to persuade lawmakers to rewrite the budget agreement. "The Campaign for New Priorities" and the "Invest in America Working Group" are among the coalitions that have been formed in Washington to push social programs to the top of the government's spending list.

The National Education Association has been active in organizing the alliances, but other education groups have been absent so far. Bob Chase, vice-president of the association, said: "Hopefully, groups in higher education will buy into the program. I think all of the organizations involved understand only too well that to be single-issue focused just doesn't work."

Promoting Economic Recovery

Education lobbyists say they are prepared to accept Mr. Chase's invitation. Arnold L. Mitchem, president of the Committee for Education Funding, said that his group was considering membership in "The Campaign for New Priorities." The Committee for Education Funding is a 23-year-old coalition of about 100 education organizations—including the American Council on Education and other

higher-education groups—that lobbies Congress for larger education budgets.

"The budget agreement is premised on factors that are no longer," Mr. Mitchem said, noting the dissolution of the Soviet Union. "We really need to do what we can to promote our economic recovery, and a big part of that is getting serious about education," he added. "That's our national security now."

Others in Washington who support a new budget agreement want, however, that educators and others should not view a new accord as a path to riches. They argue that any new agreement would probably trim the Pentagon budget by \$5 billion to \$10 billion a year and education and health programs would be fortunate to receive half the amount.

They could receive even less if lawmakers opt to cut taxes as soon have proposed or to put the savings toward reducing the deficit as others have recommended. Still, others have proposed putting the money into public-works projects that, they say, would create jobs and aid the nation's recovery from the recession.

Stephen Burd, Colleen Cordes, and Kim A. McDonald contributed to this article.

Government & Politics

Government & Politics

Many Academics Praise Science Foundation's New Director—and Await His First Budget

By COLLEEN CORDES

WASHINGTON

Walter E. Massey has brought a new—and many researchers say welcome—political style to the job of director of the National Science Foundation.

Mr. Massey, more than his predecessor and many publicists who deal with science policy, is praised for his keen understanding of academic science.

"I have heard only warm praise and encouragement for him," said John C. Crowley, who directs the Massachusetts Institute of Technology.

Erich Bloch, Mr. Massey's predecessor, came to the NSF after serving as a vice-president of IBM. His supporters maintained that his strong leadership led to bigger budgets and programs that were more relevant to the nation's needs.

But critics accused Mr. Bloch, an electrical engineer, of over-emphasizing research of interest to businesses to the detriment of the basic fundamental research at universities. They complained that he created too many research centers at a time when individual researchers were desperate for more support. And they criticized his somewhat glib style.

In contrast, many science-policy experts say Mr. Massey, who assumed the post last March, is living up to his reputation as a consensus builder. A physicist who was formerly the vice-president for research at the University of Chicago, Mr. Massey is perceived as being well informed and sympathetic to the concerns of universities and researchers.

1993 Increase Anticipated

Scholars say they will have a letter from Mr. Massey's priorities this week. When President Bush unveils his budget proposal for fiscal 1993, the proposal, the first of Mr. Massey's tenure, is expected to include an increase of about 10 percent for the foundation, including an 18-percent rise in the amount available for research and major new initiatives in manufacturing and environmental research.

Noting the new effort in manufacturing research, some policy experts say Mr. Massey shares Mr. Bloch's interest in economic competitiveness and in science and engineering research of interest to industry, which sparked controversy for Mr. Bloch.

But they said that Mr. Massey has pressed those interests in a lower key. They credit him with striking a better balance so far between such research and the new to encourage more adults to enroll at student aid. "I don't know that the actual program would be that different," she said.

Administration officials do want to encourage more adults to enroll at student aid. "There is an image that student aid can be used only for academics," she said.

Ms. Brand said one change that might be made in aid programs would be to allow people to apply for aid even if they were taking only one or two courses a semester. However, Ms. Brand said that eligibility for aid programs would still be linked to the income of people seeking assistance.



Walter E. Massey emphasizes his concern about how universities and the federal government will respond to recent public challenges to academic integrity.

1993, according to a foundation official.

Instead, Mr. Massey is concentrating on increasing the average size and length of grants to individual researchers, as well as the size of awards to existing centers, the official said.

In a recent interview, Mr. Massey demonstrated the sympathetic view of academic that has impressed university researchers, particularly in comparison with some members of Congress and some Department of Health and Human Services officials.

But he also called on universities to be assertive, instead of living low and waiting for the problems that

only admitting that universities have made mistakes that they have corrected—or will correct—but also emphasizing the contributions that universities make. It worries him that universities may count on just riding out the controversy.

"It is as if there's a hunkering down in the community," he said. "What scares me the most," he added, is that people with the best intentions will take steps that will harm academic research.

Apparently referring to efforts in the Administration and Congress to revise the system of reimbursing universities for research overhead, he said: "I think universities are one of our nation's most valuable

portion of federal money spent on the direct costs of research by placing new limits on overhead. They are asking whether universities should not pay more overhead costs themselves, since they too benefit from the research.

Mr. Massey said the government must be assured that it is not contributing more than the real costs of research, that universities are spending federal money properly, and that they are keeping the records to prove it.

But he added that he hoped the government would continue to pay the real costs of research—including overhead—because the investment has proved so worthwhile.

Some in Congress and the Administration argue that the revelations about improper charges indicate that overhead rates could be cut as a way of pushing universities to weed out wasteful spending. Mr. Massey, however, said the actual overhead costs that universities incur have been rising, especially the costs of renovating research facilities.

"I don't start from the position that there is a great amount of waste that we can recover and put into research," Mr. Massey said.

Visits to Labs

He encouraged scientists to invite lawmakers to visit their laboratories to see what Federal support for academic research really means to their district or state.

On other matters, Mr. Massey said the proportion of the foundation's budget that goes to education "is about right now," although he would like to see spending for both education and individual research awards continue to rise.

The budget for the foundation's activities for fiscal 1992 is about \$2.7 billion.

About 17 per cent will go to its education office.

Although the education budget remains much smaller than the research budget, it has been growing at a much more rapid rate.

As for the debate about whether scientists at universities focus too much on research to the detriment of undergraduate education, Mr. Massey said he was concerned not with whether researchers were spending enough time teaching but with how they are teaching.

Foundation's Top Priority

The foundation's top priority in its education program across all levels, he added, is improving the quality of teaching. That includes, for example, grants to improve science curricula and support for additional teacher training.

Mr. Massey also spoke of his interest in moving the NSF to focus on long-term issues and to build evaluation procedures into its education programs. The NSF has not done enough to assess which programs work so that successful efforts can be replicated, he said.

He also wants to re-emphasize support for individual and small groups of researchers because, he said, they originate the majority of the most important new ideas. The foundation's long-term mission supporting the health of academic research is a favorite in Congress, he added, but the NSF has to compete directly for money with agencies that deal with problems, such as homelessness, that are more visible. In contrast, the benefits of investing in basic research right now—or the costs of underinvesting—would be apparent only in the long term.

When it comes to the NSF, he added: "There's always a feeling that, well, we can wait a year." ■

New Bush Plan on Job Training Could Lead to More Regulation, Community Colleges Say

By SCOTT JASCHIK

WASHINGTON

President Bush has proposed an overhaul of job-training efforts. He said the changes would improve the coordination of federal programs and increase the chances that people receive training for jobs that are actually available.

Community-college officials said the goals of the proposal were laudable. But many said they were worried that the President's plan would lead to increased regulation of their institutions and give local business leaders too much say over the content of educational programs.

Congressional reaction was also lukewarm, and the Administration has not proposed formal legislation. Hence it was unclear last week how the President's plan would fare in Congress.

President Bush proposed:

■ That Private Industry Councils, local boards that manage funds for the Job Training Partnership Act, be given new authority to coordinate all federal job-training programs, including the JTPA, Education Department vocational programs, and welfare efforts.

■ That the councils certify which job-training programs, including those at community colleges and proprietary schools, are eligible to participate in federal programs and to have students use federal aid to pay tuition. The certification would be based in part on the availability of jobs in the fields for which students are trained.

■ That the student-aid system be changed to make it easier for people to receive aid throughout their working careers if they wish to improve their job skills.

President Bush announced the new program in a speech at Morris Brown College, where he also toured a job-training program. "As

a nation, America's ability to prosper in the century coming up rests on our collective capacity to learn new skills," the President said.

Headed: "Job training must be more than merely make-work. It's got to suit the needs of the workplace and the marketplace."

'Broad Range of Occupations'

Educators questioned whether the Private Industry Councils, which are usually dominated by business leaders, are the best group to supervise job training. David L. DePue, executive director of the Kansas Council on Vocational Education, said the Private Industry Councils had tended to focus on short-term training for specific

jobs. "That's only fine until the technology changes or the company is bought out," he said.

In contrast, Mr. DePue said, community colleges "train for a broad range of occupations."

Leiland W. Myers, federal liaison officer for the California Community Colleges, said that putting the Private Industry Councils in charge of all vocational programs "would be an utter disaster."

Jim McKinney, director of educational services at the American Association of Community and Junior Colleges, said he was bothered by the idea of having vocational programs reviewed by the Private Industry Councils. He noted that community colleges al-

ready have their programs reviewed by accrediting bodies.

"This would be adding another layer of review when we already have enough paperwork," said Mr. McKinney. "Before you know it, colleges would be spending half of their time in assessment."

'Redundant' Reviews

Stephen J. Blair, president of the Career College Association, said that it would be "redundant" to have the Private Industry Councils review job-training programs and that the councils "have no expertise in student aid."

Betsy Brand, Assistant Secretary of Education for vocational and adult education, said the pro-



President Bush at Morris Brown College: "America's ability to prosper in the century coming up rests on our collective capacity to learn new skills."

Public Colleges Score Big in Private Fund Raising

Continued from preceding page
 "The No. 1 reason why we were seeing less money from the state," says Barbara Ansley, the foundation's executive director. Already the college has received a total of \$1.6 million from two local foundations. Jimmestown officials expect to secure a \$3-million gift from another local foundation in the spring.

Many public institutions attribute their success in fund raising to the increased commitment of top officials. Presidents are spending more time on fund raising, and development staffs are growing.

For example, in the early 1980's the main campus of the University of Houston had three or four people on staff. The campus now has 14 development officers.

Many colleges have recently hired—or are now seeking—people to fill vacant or new development positions. Most are looking for officials to specialize in planned and deferred gifts, and in corporate and foundation gifts.

The reality of hiring freezes and layoffs, however, has slowed the growth of some operations. Youngstown State University, because of budget constraints, won't be able to fill two development positions this year.

The recession has also affected the rate at which gifts have come to some campuses. "Money has come in steadily this year, but slower, and you have to work harder," says Nanette Smith, vice-president for advancement at Edison Community College. Despite that fact, the campus has just learned that an individual in the community plans to leave Edison up to \$2-million in his will.

'We're Very Concerned'

While boasting of fund-raising successes, many public-college officials worry that legislators might decide that the institutions attracting large gifts don't need as much state money as in the past.

"We're very concerned about the Legislature taking that approach," says Richard D. Chamberlain, vice-president for development at the University of Texas Southwestern Medical Center at Dallas.

Last fall, the campus fought an attempt by the Legislature to reduce its allocation for the current biennium by 35 per cent. The Legislature, to make up for a \$5-billion shortfall, was evaluating colleges in the state to see which could afford the biggest cuts. Those that were most effective in managing their budgets and bringing in money from private sources were threatened with the largest cuts.

"You cannot penalize good performance," says Mr. Chamberlain. "It's a disincentive."

Plan May Be Introduced Again

Colleges and universities in the state fought off the plan for fiscal years 1992 and 1993. But legislators plan to propose it again in the next budget cycle, according to Andy Welch, director of information services for the State Comptroller's Office.

"Our responsibility is to the taxpayers of the state," says Mr. Welch. "They should not be required to put more money into higher education if outside private funds are coming in."
 Officials at colleges in other states don't worry about such a threat. "It's been an issue more in perception than in reality," says the University of Virginia's Mr. Sweeney. "States see private fund raising as supplemental to their support and not as a replacement of it."

Some state officials agree. Says Edward C. Sullivan, chairman of the Higher Education Committee

Many public-college officials worry that legislators might decide that institutions attracting large gifts don't need as much state money.

of the New York State Assembly: "I don't think the state legislature would say, 'You can get money from private sources, so we won't give as much to you as we have.'"

The fund-raising success of some public institutions, however, worries some people on the private campuses, who see potential dollars being siphoned away. The increasing strength of the larger public universities especially worries some of the smaller liberal-arts colleges.

Gifts to Graduate Schools

Richard F. Rosser, president of the National Association of Independent Colleges and Universities, says some alumni are choosing to give money to state universities where they received graduate degrees rather than to private institutions where they received undergraduate degrees.

"To some extent this could

lead to less money going to the private institutions," Mr. Rosser says.

Public colleges may also be taking a bigger slice of the corporate philanthropic pie.

Ernest A. Sheetz, senior vice-president of Mount Union College, has watched the competition for corporate dollars increase in light of the Ohio State University campaign.

'More Bang for the Buck'

Mount Union is a liberal-arts college with an enrollment of about 1,400. Mr. Sheetz says that a few big corporations, which he declined to name, that were approached by both Mount Union and Ohio State gave larger gifts—if not their only gifts—to Ohio State.

Mr. Sheetz says the corporations

have been receiving slightly more than half of all corporate contributions.

Lance C. Buhl, director of corporate contributions for the American Bar Association, says that most corporations don't have firm rules on whether to give to public or private institutions. But he adds that public institutions may receive more gifts "in the extent that a company, when looking for an institution to support, will pay attention to where it's gotten more success."

More Grant Proposals

Anne Alexander, vice-president of the Starr Foundation, says her organization has received a growing number of grant proposals from public institutions. But whether an institution is public or private is not a factor in the foundation's grant making, she says. "The institutions we pick are driven by the issue or project we are trying to support."

One question that both public and private institutions ask these days is whether there are enough dollars to go around in higher education. Many foundations and corporations, looking to improve the nation's education system, have been putting more money into projects for kindergarten through 12th grade.

"There simply is not enough charitable money to meet all of the needs," says Mr. Rosser of the National Association of Independent Colleges and Universities.

As a result, development officials at private and public colleges say they must remain aggressive in their fund-raising campaigns. The difference, however, in how the two types of institutions make their appeals aren't as great as they used to be, they say.

"In the long run the public institutions will be helped in the same avenues as the private institutions," says Allen R. Seltzer, president of the Council of Independent Colleges. "The public are now talking more like the private."

Business & Philanthropy

PRIVATE SUPPORT

BUSH FOUNDATION
 6-800 First National Bank Building
 332 Minnesota Street
 St. Paul 55101
 Block grants for the support of programs for students over three years to United Negro College Fund.
 Faculty for programs of faculty development: \$100,000 to Hamilton U.; \$200,000 each to Saint John's College and U. of Minnesota. For programs for minority graduate students in the college of education: \$225,000 over three years to U. of Minnesota.
 Support for support of programs: \$100,000 to Saint John's U. (Minn.).

REYNOLDS S. AND JULIA W. FLEET FOUNDATION
 8-800 5th Street
 San Diego 92101
 Student aid. For programs of student aid: \$1-million to Hummel-Snyder College.

ELBERT R. & GLADYS F. GRANT CHARITABLE TRUST
 400 Center Bank of St. Louis
 P.O. Box 11385
 Clayton, Mo. 63106
 Support for the endowment: \$1.3-million to Webster U.

HALL FAMILY FOUNDATIONS
 Charlotte and Crown Investment
 P.O. Box 419880
 Kansas City, Mo. 64141-8880
 Support for the capital campaign: \$1-million to William Jewell College.

JAMES IRVINE FOUNDATION
 One Market Plaza
 Street Tower, Suite 2735
 San Francisco 94105
 Facilities for the library and academic center: \$450,000 to U. of La Verne. Support for support of programs: \$500,000 to Whittier College.

ANDREW W. NELSON FOUNDATION
 140 East 10th Street
 New York 10012
 Medical research. For recruitment of junior scientists at a new center for cooperative-development research: \$300,000 to U. of Virginia.

Gifts & Bequests

Century College (Ia.). For a lecture hall is urinary: \$277,000 from the estate of Hannah Seymour Leitch.
Central Michigan University. For the capital campaign: \$150,000 from Isabelle Smith and Tim.
College of William and Mary. For exchange programs for American and British students: \$300,000 from Deane's Company of London.
Cornell State University. For library construction: \$100,000 from Mary and Jeff Hall.
Greene Mountain College. For scholarships: \$440,000 from the estate of Purcell Peck Smith.
Head College. For a campus center: \$100,000 from an anonymous donor.
Immaculate College. For scholarships: \$311,839 from the estate of Theresa E. Fagan.
For support of programs: \$10,000 from the estate of Grace Burns Vincent.
Kansas State University. For the college of business administration: \$125,000 from Parkes-McGowan.
Kutztown University. For music scholarships: \$250,000 from the estate of Marie Hartman Allenbach.
Lehigh University. For the music department: \$500,000 from Diane Sylvia Menn.
Marygrove College. For the capital campaign: \$300,000 from Sherris Electronics.
University of California at Santa Barbara. For the college of engineering: \$1,000,000 from the estate of Robert J. Berman.
University of Kansas. For scholarships for out-of-state students: \$115,000 from Ronald and Maxine Rehn.
University of Nevada at Las Vegas. For the business program: \$400,000 from the estate of Mary Dougherty.
University of Nevada at Reno. For the capital campaign: \$271,000 from the estate of Estelle Hobman Byham Meunier.
Wash. Forest University. For scholarship: \$150,000 from Branch Building and Trust Company.
Western Washington University. For scholarship: \$250,000 from Paul Woodring.
West Virginia University. For the capital campaign: \$100,000 from Eastern Associated Coal Corporation.
Yale University. For the art gallery: \$10 million from Teresa Heinz.

Note Book

A survey of almost 450 law students, conducted last year by the American Bar Association, found that a majority of those surveyed did not feel free to disagree with the political views of their professors.

Almost 60 per cent of the students said some professors did not tolerate political beliefs that differ from their own, while 51 per cent of the students said they were reluctant to disagree with their professors in class, on exams, or in papers. Only 29 per cent of the students said they always felt free to disagree.

Soren C. Bahis, associate dean of the law school at the University of Montana, said in an article,

"Political Correctness and the American Law School," that the results of the bar association's study were surprising because law students are considered the most assertive students in the academy. Mr. Bahis said that while law professors should express their political and moral views in the classroom because that practice encourages students to test their own views, doing so in an incoherent manner "effectively encourages student self-censorship."

The recession had a drop in the number of campus visits by industry recruiters led 15 business schools to hold an unusual meeting this month in Chicago.

The business schools—which in the past have relied on recruiters' visits to individual campuses—collaborated to hold a mass job placement session for about 250 students and representatives from 30 companies.

"The companies don't have as much money in recruit, so we thought we should get together and share resources," said Lisa Hutwagner, director of the area placement program at the University of Georgia.

Some of the corporations that participated were the Coca-Cola Co., Ford Motor Co., and Rockwell International Corp.

Officials at Spokane Falls Community College don't want students to be embarrassed or intimidated when they work out at the institution's new fitness center.

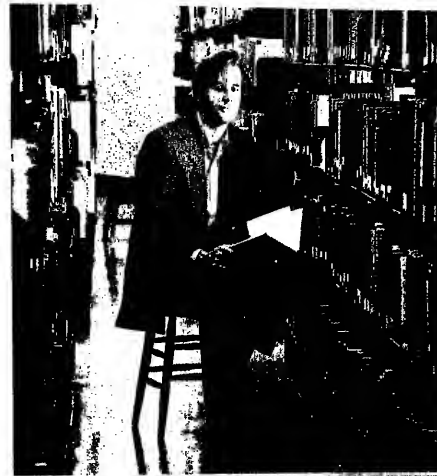
That's why the institution has adopted a dress code that bars such items as halter tops, leotards, short shorts, and sleeveless "muscle shirts."

College officials said the code had been adopted in part to preserve modesty and in part to make the campus a non-threatening environment for all users.

The officials said they were particularly concerned about those who might already be hesitant about joining the center, and scared away by modest outfits that employed bodies in much better shape than theirs.

Students

'Race, Gender, Class, and Culture': Freshman Seminar Ignites Controversy



Freshman Michael Mattison: A college education is "a process of questioning" and should get students to cover tough topics from the beginning.

Attrition of Ph.D. Candidates and the Time Spent Earning Degree Called Unacceptable

By DEBRA E. BLUM

The current rates of attrition among doctoral candidates and the assumptions about how long it should take to earn a Ph.D. are unacceptable, according to the authors of a new book on graduate education.

"The book, *In Pursuit of the Ph.D.*, may be the most comprehensive look at doctoral education in the arts and sciences ever undertaken, observers say. It analyzes trends in two measures of graduate education: completion rates and time-to-degree. It looks at the effects on those trends of financial aid and different program structures, requirements, expectations, and cultures.

Modest Improvements

The authors—William W. Nellon Foundation, and Neil L. Rudenstine, president of Harvard University—say that the number of people earning Ph.D.'s each year can be increased dramatically without creating new graduate programs or expanding existing ones, and without significantly increasing the present level of funds for, or enrollments in, doctoral programs.

"We're encouraged about what looks possible in the present context," Mr. Bowen said in an interview. "At a time when resources are so scarce and there's pres-

sure on the system to perform, making better use of existing programs is compelling."

Modest improvements in program design and management, better-focused financial aid, and more structure to encourage timely completion of degrees would make graduate study more attractive to prospective students and more satisfying to those already enrolled, the authors say.

30 Years of Records

In Pursuit of the Ph.D. is based on a study of 30 years' worth of statistical results in two measures of graduate education: completion rates and time-to-degree. It looks at the effects on those trends of financial aid and different program structures, requirements, expectations, and cultures.

The book also draws on the authors' examination of graduate-level course catalogues over the last 25 years and their own experiences and assessments.

They found that fewer than half of all entering students in the Ph.D. programs examined had earned their doctorates, and many of those who eventually received the degree had taken from 6 to 12 years to do so. In comparison, it is common for completion rates in leading professional

Continued on Following Page

By SCOTT HELLER

WOOSTER, OHIO

The freshmen at the College of Wooster, the three R's are reading, writing, and race.

For the last two years, a seminar program designed to teach new students critical writing and thinking skills has focused on racism and sexism in American society.

Lynne V. Clency, chairman of the National Endowment for the Humanities, has compared the program to a "re-education camp."

Some older students worry that the seminar, and a related speaker series, establishes a one-sided conversation about political issues on the campus. Tired of feeling like the "lone conscience in a vast laboratory of brainwashing," Douglas L. Miller, a sophomore, last month announced in the student newspaper that he was leaving the college because of the political climate on the campus.

'A Process of Questioning'

Students like Michael Mattison, who has just finished the course, give a different account. In his section, taught by Nancy Graess, an English professor, freshmen argued over affirmative action, gun control, and sexual harassment, he says. Virtually all of the classmates in his section describe the atmosphere as positive, allowing students to discuss controversial issues without feeling shut out.

Mr. Mattison believes a college education should get students to deal with tough topics from the beginning. "It's a process of questioning," he says. "I'm not going to tell you how to think, but I am going to ask you questions about how you came to think that way."

College officials say that is the point of the one-semester seminar, called "Difference, Power, Discrimination: Perspectives on Race, Gender, Class, and Culture."

Taught by 15 professors in different sections, the course is meant to teach the campus's 480 freshmen to think and write critically, while introducing them to vexing questions about discrimination and inequality. Classroom sessions draw on a lecture series, which this year included the educators Donald Kagan and Jaime Escalante, the writer Jonathan Kozol, and the feminist philosopher Elizabeth Minich.

On this secluded campus of 1,800 students, the seminar and speaker series set the tone for debates about politics, education, and free speech. Most freshmen say they find the course stimulating and useful.

Continued on Page A35

"When you have a set of beliefs you've based your life on and someone says, 'Defend those beliefs,' it's unnerving. People feel uncomfortable."

Athletics

IRS Signals It Still Plans to Tax Donations for College Sports Programs, Bowl Games

But new guidelines also indicate agency has no intention to tax other gifts to universities

By DOUGLAS LEDERMAN

And then there were none. The number of black head coaches among the 105 big-time college football programs has dropped to zero, from three before the fall football season began.

After the season ended, Northwestern University fired Francis Pryor as its head coach; Dennis Green of Stanford University was hired as the new coach of the National Football League's Minnesota Vikings; and the Division I-A football program at California State University at Long Beach, headed by Coach Willie Green, was eliminated for financial reasons.

Of 14 new coaches selected since December to coach Division I-A football programs, none is black. "It is truly frightening that this is 1992 and we don't seem to have progressed at all," said Ron Dickerson, an assistant football coach at Clemson University and president of the Black Coaches Association.

Mr. Dickerson said the dearth of black coaches could be blamed in part on the "good old boy" system. Too often, he said, athletics directors select new coaches largely on their own. Their choices, he said, frequently are shaped by pleas made by prominent coaches on behalf of their friends.

"Black coaches just don't have the works," don't have those contacts," said Mr. Dickerson. "Presidents have to get more involved in the hiring," he said.

Novado Gov. Bob Miller has been dismissed as a defendant in a National Collegiate Athletic Association lawsuit challenging a state law that restricts the NCAA's investigative process. Judge Howard McKibben's decision to excuse Governor Miller from the suit was applauded by the state's Attorney General, Frankie Sue Del Papa, who said Mr. Miller was not an appropriate party to the suit because his only involvement in the lawsuit was to sign the measure after it had been approved by the Legislature.

With Governor Miller's dismissal from the lawsuit, which is scheduled to go to trial in mid-March, the remaining defendants are five sports officials at the University of Nevada at Las Vegas. Judge McKibben also ordered the University of Nevada system to enter the case on one side or the other, but the university's regents have asked that the system be included only as an impartial "intervenor." The judge has not yet ruled on whether such an arrangement would satisfy his request.

The best-known of the five individual defendants is Jerry Tarkanian, the men's basketball coach whose own lawsuit against the NCAA worked its way through the court system for 11 years, culminating in a December 1988 Supreme Court decision upholding the NCAA's right, as a voluntary association, to sanction its members.

The Internal Revenue Service has signaled anew its intention to tax the money that football bowl games and college sports programs get from corporate sponsors. The new policy, explained in a set of proposed guidelines for its examiners, could threaten the financial health of a few sports programs and the survival of some bowl games.

The new policy, explained in a set of proposed guidelines for its examiners, could threaten the financial health of a few sports programs and the survival of some bowl games. The new guidelines should also indicate agency has no intention to tax other gifts to universities.

college recognizes a donor by naming a building or professorship after him or her. "More recognition of a corporate contributor as a benefactor normally is incidental to the contribution and not of sufficient value to the contributor to constitute unrelated trade or business," it says.

Aimed at Corporate Sponsors While the new guidelines will protect most revenues that colleges receive, they take clear aim at the money that their athletics programs receive from corporate sponsors—both directly and through participation in bowl games.

Traditionally, tax laws have granted protection to any revenues received by a non-profit group that are "substantially related" to the organization's primary mission. But in December, the IRS ruled that two

howl games—the Cotton Bowl and the John Hancock Bowl—had to pay unrelated-business income tax, or UBIT, on the money they received from their corporate sponsors, Mobil Corporation and John Hancock Mutual Life Insurance Company, respectively.

The ruling prompted fears from many groups, such as orchestras and sponsors of fairs, that they might be next. The new guidelines, designed to lay out the standards that its investigators should use in reviewing arrangements between non-profit groups and corporate sponsors, should ease some of those fears.

The policy differentiates between non-profit groups engaged in "purely local" activities that receive "relatively insignificant gross revenue" from sponsors—such things as little-league teams and youth

clubs—and those receiving "substantial" benefits and providing "significant promotion" to the sponsor.

Taxable for the Bowl Games

The new policy spells trouble for the bowl games. The IRS statement urges examiners to search for signs that the tax-exempt group has provided certain benefits to the sponsor in exchange for the contribution, such as including the sponsor's name in the event's title or prominently displaying the company's logo or name on other materials related to the event. Most of the 18 bowl games played last year prominently featured the names of their sponsors both at the games and during television broadcasts.

The revenue service also directed its examiners to explore and challenge claims by bowl-game organizers that the money they receive from sponsors is eventually passed on to colleges for scholarships and other educational purposes.

"In these situations, the examiner should obtain information from the participating institutions regarding terms and conditions, if any, governing the funds and the ultimate use of the income," the IRS statement says. "In this regard, media reports have indicated that funds may be used for travel and other expenses related to the event rather than the regular salaries of the participating organization."

The document repeatedly urges examiners to look closely at the contracts between sponsors and tax-exempt groups. For example, it says, "If a contract provides for a fixed fee for the use of the name of the organization, the fee should be considered a contribution to the organization, and the organization should be required to provide a detailed accounting of the fee's use."

"It's a very bad thing for the IRS to be doing, setting up a legal standard that encourages organizations to enter into complex arrangements depending on oral understandings," said Ms. Gilbert. "It's a very bad thing for the IRS to be doing, setting up a legal standard that encourages organizations to enter into complex arrangements depending on oral understandings."

The Law Is Very Clear

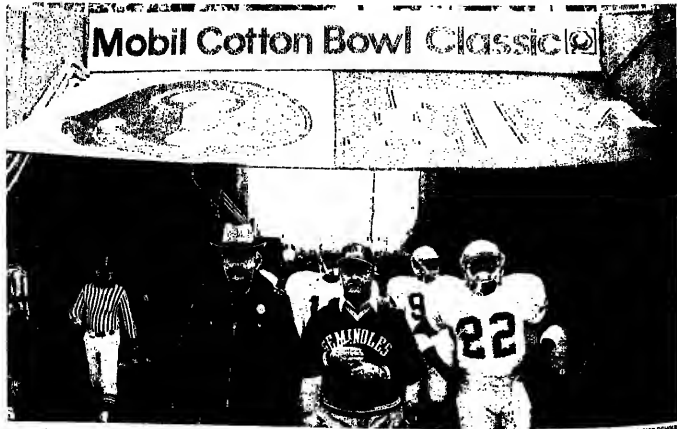
However, a spokesman said the IRS would carefully review the facts in each case, and would not look just at written contracts but at all oral agreements. "It's not like we're trying to say that if you do this and don't have a contract, you don't have a problem," said Wilson Faden, the spokesman. "If it seems like it is, then the law is very clear."

Because of the controversial nature of the guidelines, the IRS has taken the unusual step of inviting public comment about them, through April 3.

Sponsors of the bowl games have pinned many of their hopes for avoiding tax scrutiny on Congressional bills that would provide for the tax-exempt status of groups that sponsor amateur sporting events.

"These guidelines are evidence of the IRS's intention to develop new tax policy, and the IRS is not supposed to develop tax policy," said Bruce Bernheim, a partner at the law firm of Baker, Botts & Smith, which represents the Cotton Bowl. "That's the role of Congress."

But sources in Congress say the bills are not high on their priority list. "People are preoccupied with much bigger things," said House staff member said.



Federal tax collectors are taking clear aim at the money that colleges receive from corporate sponsors of athletic programs and football bowl games.

State Appeals Court Upholds Ban on Random Drug Testing at U. of Colorado

The Colorado Court of Appeals has upheld a lower-court ruling that prohibited the University of Colorado at Boulder from conducting mandatory drug testing. The appeals court declared that Colorado's random drug-testing program violated the privacy protections of the Colorado and U.S. Constitutions. The university replaced the random program with a voluntary one after the lower-court's August 1989 ruling.

The appeals court ruled that the university could conduct mandatory drug testing only if it showed a "compelling need" to

do so, and that it could test an individual athlete only when it had a "reasonable suspicion" that he or she had used drugs.

The appeals court granted the university a minor victory, however, in its finding that the institution needed only reasonable suspicion to test an athlete. The lower court had ruled in August 1989 that Colorado could test an individual only when it had "probable cause" to suspect drug use.

Suit, a lawyer representing the athletes who challenged the Colorado policy said the university would have trouble meeting even the reasonable-suspicion standard.

"This leads to the conclusion that unless there is visible evidence of drug usage, or have good circumstantial evidence, they are simply not going to be able to meet that standard," said David Miller, a lawyer with the Denver chapter of the American Civil Liberties Union.

A lawyer for the university, Beverly Patton, said the institution had not yet decided whether to appeal the ruling.

"We've found that the voluntary program that we put in place is working pretty well, along with our education program," she said.

—DOUGLAS LEDERMAN

Status of Sports Investigations on College Campuses

A number (N) indicates that an item has been added or changed since this list was last published in *The Chronicle* (October 30, 1991).

1 Auburn U. The university said (4/20/91) it had received an official letter of inquiry from the NCAA, which listed possible rule violations in Auburn's men's basketball and men's tennis programs. The university said (7/15/91) that it had conducted an internal investigation into the two sports programs and would cooperate with the NCAA inquiry. Two former football players—one of whom said he had audiotaped tapes to support his charges—told *The Montgomery Advertiser* (9/27/91) that they had received illegal payments from coaches and alumni. Auburn's head coach, Pat Dye, and several assistants denied the charges. Another former player, Vincent Harris, said (10/6/91) that he had received money from assistant football coaches, at least once at the direction of Mr. Dye. On tapes released by Eric Farnham (10/20/91) to *The Birmingham News*, an Auburn booster who is a friend of Mr. Dye, he is offering to give the player cash for his payments and Christmas presents. Mr. Farnham released (11/3/91) new tapes on which he appeared to have recorded three current or former assistant coaches offering him cash. The CBS News "60 Minutes" (12/22/91) broadcast a show concerning the case. Mr. Dye told Mr. Farnham that he will be taking a leave of absence from the university, according to documents. Mr. Farnham received a \$40,000 loan from Auburn bank, which is owned by Auburn's head coach, Pat Dye, as part of the bank's holding company.

Austin Peay State U. The NCAA was investigating (4/20/91) that the NCAA was investigating possible violations in the recruitment of basketball players. The university admitted (6/27/91) that an assistant men's basketball coach had violated three NCAA rules and said it would require the basketball coach to resign for 14 from 15.

Ball State U. The university acknowledged (9/19/91) that it was investigating possible improper use of long-distance telephone service by current and former men's basketball players. Four present players admitted (10/15/91) to charging more than \$800 in unauthorized calls to the university. The players agreed to reimburse the university and were declared eligible to compete by the NCAA. A university official said (12/6/91) the investigation was continuing into possible abuse by former players.

Ball State U. The university acknowledged (4/25/91) that the NCAA was planning to investigate possible rule violations in the football program, including charges of improper use of long-distance telephone service. The university said (12/6/91) that it had violated some rules. It said it had investigated the charges, the football coach, and the university's eligibility of players. A university official said (12/6/91) the investigation was continuing into possible abuse by former players.

Boise State U. Boise State officials said (11/23/91) they would send a report to the NCAA about a college-sports investigation. The place of a former men's basketball player, Auburn, Auburn officials said they were concerned about the athlete's behavior. The athlete's behavior was not the subject of the investigation.

Chicago State U. Chicago's Sun-Times reported (11/17/91) that the NCAA was investigating charges that the university's sports officials had changed athletic grades to keep them eligible and allowed part-time and transfer students to compete although they had not met entrance requirements. The athletics director, Al Arant, said he was not aware of any inquiry.

Clemson U. The Atlanta Journal-Constitution reported (10/24/91) that the NCAA was investigating the possibility that the high-school transcript of Wayne Buckingham, a prize recruit, had been altered and that someone had taken the Scholastic Aptitude Test in his place. The university acknowledged (12/6/91) that it had taken the Scholastic Aptitude Test in his place. The university acknowledged (12/6/91) that it had taken the Scholastic Aptitude Test in his place.

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Oklahoma State U. The Daily Oklahoman reported (12/5/90) that the NCAA had notified Oklahoma State officials that it had begun a preliminary investigation into one of the university's sports programs. Oklahoma State suspended its wrestling coach, Joe Sneyd (6/7/91). The Daily Oklahoman reported (7/24/91) that NCAA enforcement officials had returned to the Stillwater campus to review charges that Mr. Sneyd had directed his players to lie in investigations. The university released (11/7/91) an official letter of inquiry in which the NCAA's enforcement staff listed 23 possible violations in the wrestling program. They included charges that Mr. Sneyd had paid some athletes to work at the summer camp and paid others for work they had not done.

Syracuse U. The Post-Standard of Syracuse reported (12/20/91) that a seven-month investigation had shown that the university's men's basketball coach had broken NCAA rules in recent years. Syracuse's coach, Jim Boeheim, denied the charges, but the university said it had sent the NCAA a copy of the investigation. A few weeks into an internal investigation by law and a part-time faculty committee, the university (2/6/92) decided to suspend Coach Boeheim. The NCAA's investigation had shown that the coach had violated three NCAA rules and said it would require the basketball coach to resign for 14 from 15.

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U. of Nevada at Las Vegas. The university's athletics director said (7/20/89) NCAA investigators had visited the campus to look into possible violations in the recruitment in 1985 and 1988 of Lloyd Daniels, a high school basketball star who never played for the university. The NCAA charged (12/18/90) UNLV with 29 NCAA violations, many of them major. The Los Angeles Times reported (3/6/91) that NCAA investigators were also reviewing possible violations in the recruitment of Ed O'Bannon, a basketball player now at the University of California at Los Angeles. The Las Vegas Review-Journal published photographs (5/26/91) showing former UNLV players with a man convicted of fixing sporting events. Jerry Tarkanian, the basketball coach, said (6/7/91) he would resign after the 1991-92 season. UNLV officials said (7/2/91) they had received a new set of charges from the NCAA stemming from the recruitment of Ed O'Bannon and another player. The university released a security-camera videotape (11/20/91) of a conditioning class taught by a new basketball coach that apparently shows the team practicing before the official start of the season.

U. of Pittsburgh. The university officials said (12/2/91) they were investigating possible "irregularities" in the handling of money in the athletics department's booster group, the Golden Panther Club. The university said (12/15/91) it had reorganized an earlier inquiry into the football program "because of the latest and a former chairman of the Golden Panther Club charged (8/21/91) with conspiring to steal more than \$43,000 in contributions. The university said (9/2/91) it had investigated the charges. A former assistant athletics director, who was a member of the booster group, was charged with stealing \$43,000 from the former head of the booster group. The university said (9/2/91) it had investigated the charges. A former assistant athletics director, who was a member of the booster group, was charged with stealing \$43,000 from the former head of the booster group. The university said (9/2/91) it had investigated the charges.

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International

The administration, faculty, and student body of Bir Zeit University in the Israeli-occupied West Bank have strongly condemned the murder of Albert Glock, a professor of archaeology and head of the university's Center for Palestinian Archaeology. An American who had worked at Bir Zeit since 1976, Mr. Glock was shot to death this month near the village of Bir Zeit. There were no witnesses.

Israeli military sources suggested that the murderers might be political extremists opposed to the current Palestinian-Israeli peace talks. A university spokesman discounted the theory, saying that Mr. Glock had had no political connections and had been an integral part of the university and the Palestinian community.

South Korea's education minister lost his job last week following the theft of copies of the country's standardized college-entrance examination one day before the test was to be administered. The theft forced to government to postpone the exam until February 10.

The education minister, Yoon Hyoun-sup, submitted his resignation after a huge public outcry over the theft of the exams. South Korean President Roh Tae-woo appointed Cho Wan-kyoo, former head of Seoul National University, to take over the ministry. President Roh expressed his deep regret over the incident and ordered a full investigation.

The theft was discovered by a janitor at Seoul Theological University, where hundreds of high-school students were to take the test. They were among 272,307 students across the country who are competing for 59,454 places in the higher-education system next year.

Faculty members in Australia have denounced a 25-percent pay raise granted to university vice-chancellors, which could increase the salary of the campus chief executives by as much as \$30,000 (Australian) a year.

Faculty members protested that they themselves had won only a 16-percent increase, which is being phased in over two years.

How much vice-chancellors earn is a closely guarded secret on most Australian campuses, but the compensation packages usually include a base salary, a car and driver, furnished housing, and substantial retirement benefits.

The raise brought the salaries of vice-chancellors to around \$130,000 a year. But the president of the Federated Australian University Staff Association, Ralph Hall, said many compensation packages for vice-chancellors were worth more than \$200,000.

The Australian Vice-chancellors' Committee said the pay raise was reasonable, given the responsibilities involved in running a modern university.



Rafael Urrelo, an entomologist who this month began a five-year term as rector of the university. "Our mission is to give knowledge and technical aid directly to farmers."

Campus Thrives Amid Perils of Cocaine Trade

Isolation, guerrilla violence test Peru's U. of Jungle



By ROBIN KIRK
TINGO MARIA, PERU
For Daniel Juarez, giving a seminar on tropical diseases in cattle can be a life-threatening adventure.

A veterinarian, Dr. Juarez teaches at Peru's National Agrarian University of the Jungle, located in Tingo Maria, 200 miles northwest of Lima, the capital. With its sunny weather and spectacular setting in the high rain forest, Tingo Maria might seem the ideal spot for a university dedicated to jungle agriculture. But since the 1970's, Tingo Maria also has been a major hub of the billion-dollar cocaine trade. Today cocaine, a Marxist revolution, a brutal counterinsurgency, and an anti-drug war have made this area into what some say is one of the most dangerous places on earth. That the university not only keeps its doors open but has been growing steadily ranks as one of Peru's minor miracles.

Box of Small Planes

Tingo Maria, with a population of 200,000, is the southern gateway to the Huallaga Valley, the 250-mile-long south of Amazon watershed where an estimated 65 per cent of the world's "coc" leaf, which is refined into cocaine, is grown.

At the university—known widely as UJ, its initials in Spanish lectures are often given over the buzz of small planes flying raw cocaine north and U.S. dollars and contraband weapons south. Only three miles outside of town, travelers can be stopped by vague soldiers or police, who rob and rape, or by guerrilla fighters of the Communist Party of Peru-Shining Path, who kill local officials and anyone on their blacklists.

"I was giving a lecture recently to some teachers at our pilot project in Huancayo, and the Shining Path came. Continued on Following Page



Rector Urrelo and a student at work on a trap designed to catch insects. The National Agrarian University of the Jungle began in 1964 in what was once an experiment station financed by the United States.

President of American Council Urges Colleges Not to Let Economic Strains Cause Cutbacks in International Programs

By PAUL DESRUSSAUX

WASHINGTON
International programs and projects may seem like easy targets to university budget cutters as the recession grinds on. But the president of the American Council on Education warned last week that it was more important than ever to preserve and even expand such activities.

"Just as it would be foolhardy for this nation to retreat into neo-isolationism as we concentrate on our domestic problems," said Robert H. Atwell, the president, at the council's annual meeting here, "so too would it be shortsighted for colleges and universities to cut or eliminate those programs that address the many dimensions of American ethnic/racialism."

Mr. Atwell acknowledged, however, that in times of economic strain it might be difficult for both colleges and the country to keep focused on the need to maintain international ties. "Not since the 1930's has isolationist sentiment in the nation

been so strong, and never in my memory has higher education been so under siege," he said.

The theme of the council's meeting was "Old Borders, New Frontiers: Higher Education in a Changing World," and more than 100 officials of universities in some 50 foreign countries attended.

'Diminished Resources'

It was the largest U.S. gathering of international higher-education leaders since the International Association of Universities met at the University of California at Los Angeles in 1985.

Despite cultural and ethnic differences, the international education leaders had much in common with their U.S. counterparts.

Mr. Atwell said. "Diminished resources and rising expectations are realities we all share, and we all are struggling to find ways to reconcile institutional autonomy with the need for differentiated missions," he said. "We all want more faculty and student exchanges, but have inadequate mechanisms for achieving such objectives. Enhanced understanding, shared knowledge, and increased cooperation not only can help us with our immediate institutional problems, but can serve as counterweights to the isolationist tendencies that threaten international peace."

In acknowledging the challenges faced by higher-education officials in foreign countries that are experiencing rapid and sometimes tumultuous change, Mr. Atwell

"Not since the 1930's has isolationist sentiment in the nation been so strong, and never in my memory has higher education been so under siege."

called on U.S. universities to take steps to slow down the "brain drain" of faculty members from institutions all over the world into this country—particularly from Central and Eastern Europe. "It is one thing to argue for the virtues of the free market for faculty members," he said, "but it is quite another to damage through one's own efforts the prospects for rebuilding and developing autonomous universities in those nations."

The Beyond Exchange Programs

He also said American higher education needed to provide assistance to universities overseas that went far beyond exchange programs. He said American academics should do more to help their foreign counterparts acquire skills in the management and governance of higher-education institutions, areas in which he said U.S. expertise was unmatched. He cautioned, however, against attempts to export American models and suggested, instead, that providing consultation to institutions that are restructuring themselves was a better way to assist them.

Saying that U.S. colleges and universities Continued on Following Page

Universities in Tashkent Closed After Clashes With Police Leave at Least 2 Students Dead and Dozens Injured

By ALEXANDER TOMASZ MASSEY MOSCOW

The government of the former Soviet republic of Uzbekistan has shut down universities in Tashkent, the capital, until February 10 in the wake of violent protests this month in which at least two students were killed and more than 50 injured.

The students died when police opened fire on an estimated 10,000 demonstrators protesting price increases and food shortages in the central Asian nation, which began moving to a free-market economy this month. Some 20 police were also wounded in the incident. It was the first violent protest against the economic reforms introduced by Russia and followed by most of its former republics, now members of the Commonwealth of Independent States.

Cost of Meals Tripled Overnight

Angry students, mainly from Tashkent State University and Toshkent Technical University, took to the streets after the

At a press conference last week, President Karimov accused "destructive conservative forces of the hidden opposition" of using the price changes to provoke student violence.

cost of meals at campus cafeterias tripled overnight.

Although early reports placed the number of dead at only two, the Commonwealth television network and the Moscow-based independent news agency Interfax reported six had perished. An independent inquiry by the Birlik Popular Movement, the main political opposition in Uzbekistan, reported that a total of 21 students had died either during clashes with police or from injuries suffered in those confrontations.

Uzbek officials continued to maintain last week that only one student had died. Western news agencies reported that they had not been able to confirm the deaths of more than two students.

Alarmed by the scale of the protest, Uzbek authorities rushed to restore old food prices for students and suspended all higher-education classes in Tashkent for three weeks. Students were ordered to leave the capital and return to their homes, a measure that some observers said could backfire if students sought to spread the protest. Food shortages in the outlying areas are more severe than in Tashkent.

The violence in the capital was sparked by a spontaneous march on the palace of Uzbek President Islam Karimov that turned ugly when protesters smashed store windows, threw rocks at police, and overturned cars. Hundreds of anti-riot policemen opened fire and finally dispersed the

Continued on Following Page

Campus Thrives Amid Drug Trade, Guerrilla Violence

Continued From Preceding Page
in and wanted me to explain what I was doing and why," recalls Dr. Jurez, who is also vice-rector for academic affairs at the university. Two hours north of the campus, the project is actually a house and small barn where specialists advise ranchers on ways to improve their cattle herds.

Aucayachi is also within what Dr. Jurez says is the "red zone," where daily life is controlled by the Shining Path, as the guerrilla movement is commonly called. Led by a former academic, the group took up arms in 1980 with a pledge to destroy democracy in Peru and establish in its place a totalitarian state modeled on Mao Zedong's revolutionary China.

In Aucayachi, the guerrillas have an alliance with some coca farmers, who help support them in exchange for protection from three dangerous elements: the well-armed Colombian drug cartels that buy the raw cocaine, called "pasta base"; the Peruvian anti-drug police; and the U.S. Drug Enforcement Administration, which blows up cocaine-processing "labs" as part of the anti-drug efforts it is involved in with Peru's government. Although no UNAS faculty member has been killed by the guerrillas, academics in other regions of Peru have been targeted. The Shining Path holds that development



Enrique Arvalo studies fungi that affect plants in the region, including the infamous coca plant.

projects not led by the Communist Party are tainted by imperialism and must be stopped. "In the end, all they wanted was my slide projector, which they took for one of their guerrilla schools," says Dr. Jurez of his encounter with the Shining Path. "It would be very nice to say that I was not afraid. But I'm going again, because we do no one any harm, and have so our only object to help farmers produce more and better products."

'Aid Directly to Farmers'

What unites UNAS staff members and students are a sense of mission and a commitment to improving the lot of Huallaga farmers.

"Our mission is to give knowledge and technical aid directly to farmers, not big business," explains Rafael Urrut, an entomologist who this month began a five-year term as rector of the university. "This is the prime reason UNAS is highly respected in the countryside."

The university began in 1964 in what was once an experiment station financed by the United States. Growing from an original student body of 35 and a teaching staff of 10, the university now has more than 1,300 students and 153 professors in five departments: agronomy, animal husbandry, food industries, forestry and renewable resources, and social sciences.

Graduates go on to work for companies involved in agriculture, livestock, and food production. Some return to family farms, and others emigrate in search of work. The campus has a half-mile stretch of the earth-brown Huallaga River and contains a 20-acre experimental field, a ranch, laboratories, and a botanical garden with its own monkeys. The focus is on the region. For instance, in the small zoo just behind the main campus, all the animals come from the local area—two coats named Anita and Julia, a hawk, a small crocodile, an iguana, and a river otter.

4 'Imperatives'

- Mr. Atwell identified four "imperatives" that he said were essential to the development of global education on American campuses:
 - Increasing financial aid so that more students from all income levels can study abroad—including adult and part-time students.
 - Focusing study-abroad opportunities much more on the third world and the Pacific rim than in now the case.
 - Insisting on competency in a second language as a requirement for the bachelor's degree.
 - Infusing the social sciences, the humanities, and other disciplines with international and multicultural perspectives.

where students go to talk and study under sprays of wild orchids. Some UNAS projects are controversial. Enrique Arvalo, for instance, a soft-spoken phytopathologist at the university's teaching staff, never thought his specialty—plant fungi—would propel him into the eye of an international dispute. Two years ago, coca farmers from Uchiza, the heart of the Huallaga coca belt, came to UNAS to find out what was killing their plants. Mr. Arvalo says identifying the common fungus wasn't difficult. The hard part was overlooking public speculation about why it had suddenly begun killing coca plants in 1987. Although the fungus exists in the earth, never before had it attacked coca. According to Mr. Arvalo, now 80 per cent of the estimated 375,000 acres of coca in the upper Huallaga Valley are affected.

"The farmers say the infestation began after the OEA dumped a strange powder from their helicopters, which the Americans deny," Mr. Arvalo says.

Since 1979, UNAS has received funds from the U.S. government to train professors and provide an agricultural extension service to promote legal crops like annatto, cacao, and coffee. Scientists at the university also have investigated an insect known locally as the "malunya," which eats coca leaves and also has been studied by the U.S. Department of Agriculture as an anti-coca weapon.

Even though coca is the region's most plentiful and successful crop, bringing Peru about \$2-billion annually, there is not one bush on the university's campus. Mr. Arvalo blushes and declines when asked to show his work on the coca-destruying fungus will be misunderstood. Despite the Shining Path's attacks against research installations in Peru that receive financial support from the United States, UNAS

thus far has not been targeted. The university also is one of the few campuses in the country that have not been subjected to periodic sweeps by the Peruvian military in search of links to the Shining Path. Just last week, soldiers and police swept through seven university campuses, detaining students and confiscating Shining Path propaganda materials.

Ban on 'Eternal Students'

Last summer the Peruvian military occupied many campuses by force as part of its campaign to eradicate political graffiti, but it did not enter the UNAS campus. The only pro-guerrilla graffiti on any building here is a slogan that was painted in 1986, now faded by years of jungle rain.

Students speculate that the calm political climate on this campus is due partly to the university's rules that prevent so-called "eternal students"—generally political activists who never graduate—from registering. A few students have left to join the guerrillas, while others have opted to learn their studies aside to learn the real-life buying and selling of "pasta base."

The only issue that divided the university over the recent election of a new rector was when a candidate would be better at attracting research grants from abroad.

Willington Huanan, a fourth-year animal-husbandry student and a representative in the university's General Assembly, says many people are afraid that the Huallaga Valley, even legal political activity puts them and their families in danger. Most students are in the region and plan to work here after graduating. Mr. Huanan, a native of Tingo Maria, says his aunt and two cousins were killed by unknown assailants last year after his aunt's participation in a local Mother's Club was criticized.

"It's often unclear who does the killing—narcos, guerrillas, or paramilitaries," Mr. Huanan says. Other problems that face the university include an inadequate budget, a relatively high dropout rate, and the loss of qualified professors to Peru's larger universities and to other countries, including the United States.

On one recent morning, workers

International

striking for a pay raise blocked the entrance and locked all doors, effectively halting classes. However, in comparison to the large, choked hallways common on campuses in Lima, the rally on the university's quad looked more like an impromptu picnic. Alberto Silva, dean of social sciences, says violence and unrest are not the university's main problems.

"Ten years ago we had accounts with different countries and universities for research purposes, but now we have only two small ones, with Canada and the U.S.," Mr. Silva points out. The university's annual budget of about \$2-million, which does not cover the costs of research, laboratory improvements, or even journal subscriptions.

"We've closed five projects, not because of violence but lack of funds," says Mr. Silva. "We want to bring back the participation of fellow universities, because the region is still understudied."

Few Foreign Visitors

He does acknowledge that it is too early to bring foreign professors back to the university. At the time the campus averaged about five foreign academics a year who came to conduct research in the region. The last two—a Canadian and a Panamanian—came in 1988. After that their own and other governments ended support for the programs that brought the visitors because of the threat of violence.

Tingo Maria was once a popular tourist and study spot, but for foreigners, who dare visit now are gunning down agents and the nervous journalist. In June, 1990, two amateur ornithologists from Britain who were visiting the famous "Owl Cave" seven miles from Tingo Maria were murdered by the Shining Path, who mistook them for DEA agents.

For Mr. Silva, the best hope for the university's future lies in making the university a money-making agricultural enterprise with its own land, processing plants, and distribution network. "No one believes anymore that the salvation will come from the government," he says. "With our own resources and people, we are going to have to make the university work."

Tashkent Universities Closed After Clashes

Continued From Preceding Page
crowd using firebombs. More than 100 people were said to have been arrested, a figure that officials would not confirm.

One day after the rampage, about 1,000 students held a memorial demonstration on the Tashkent State campus. Speakers demanded Karimov's resignation and an independent investigation of the killings. The students were attacked by the police, who had ended the campus.

'A Murderous Action'

Protests were subsequently mounted by students at the Tashkent Medical School, Tashkent Agriculture University, and the Tashkent Literature Institute.

In a statement issued in support of the students, the Birlit movement described the tragic events as "a murderous action of the author-

ities" and called on the president and the government to resign. Prime Minister Abdulhalim Musajon promised a full investigation of the shootings. The authorities made a few conciliatory gestures, including the appointment of Muhammad Solikh, a leading critic of the regime, to the official commission investigating the unrest.

A government statement blamed the events on "the failure to give students timely explanations" for the price increases. At a press conference last week, President Karimov accused "destructive forces" of using the hidden opposition "of using the hidden opposition to provoke student price changes in a speech carried on Uzbek television, he asked university officials not to expect students involved in the protests and appealed to the people to refrain from civil disobedience.

Moore Drops

THE CENTENNIAL YEAR of the University of Chicago has been marked by surprises. First, Gerhard Casper, who had been seen by many as the successor to the university's president, Hanna H. Gray, resigned as provost. Then Mrs. Gray announced that Kenneth W. Dam, vice-president for law and external relations at the International Business Machines Corporation and a former Chicago law professor, would become provost in August.

The Chicago Maroon, the student newspaper, said Mr. Dam would be provost for only a year, but university officials wouldn't confirm that report. Mr. Dam served as provost at Chicago once before, from 1980 to 1982. In the latter year he became Deputy Secretary of State under George Shultz, himself a former dean of Chicago's business school.

Mr. Casper said he was quitting to return to teaching in the law school, though others at Chicago said the resignation had resulted from tensions between him and President Gray.

Every scholar's worst nightmare came true for Harold Veeser, associate professor of English at Wichita State University: A burglar made off with the only complete copy of an unpublished book manuscript. The manuscript—a hook on Edward Said, professor in the humanities at Columbia University—and notes from 18 months of interviews were stored in the hand-drive memory of a computer stolen from Mr. Veeser's home. Mr. Veeser said he was willing to pay for its return and added that the computer—of outdated 1987 vintage—would probably be of little value to the thief.

The presidents of two colleges resigned under fire recently.

Lee E. Monroe, Jr., president of Florida Memorial College since 1990, resigned after reports that his contract would not be renewed.

The resignation of Albert E. Smith as president of North Carolina State College came after several years of rumors about dissatisfaction among trustees, faculty members, and alumni. In a letter to the board, he said his resignation would be effective December 31. The trustees voted 7 to 2 to accept it immediately.

After the vote, Mr. Smith said, "The board, in its wisdom, decided to terminate me today."

Saying that "rather than spending time and money planning and hosting an inaugural, we must focus our energies on teaching our students, providing them with support services, and maintaining our current budget levels," Terrence J. MacTaggart, new chancellor of the Minnesota State University System, canceled his inauguration. Instead, the chancellor, who stressed that no taxpayers' dollars would have been used to pay for the ceremonies, will address lawmakers as part of the system's student association's lobby-day activities.

After 28 years of teaching at the University of Michigan, Bert G. Hornback, a professor of English, is resigning. In a letter to colleagues, Mr. Hornback said: "The corporate entity which was the title 'The University of Michigan' is a sham. Those who run it, and so many of those who work in it, are no longer interested in teaching, and they care not the least about students."

Mr. Hornback, who was "disappointed" by the small number of entries he received after his offer of a prize "against greed" (Name Dropping, December 4, 1991) said he would join the faculty of Hellmuth College.

Gazette

APPOINTMENTS, RESIGNATIONS, DEATHS, AND COMING EVENTS

Carol Tomlinson-Kassay
U. of California
at Davis



Pam Hall
Cleveland
Community College
System



James G. Wingate
North Carolina Department
of Community Colleges



Cynthia L. McGill
Rochester Institute
of Technology



Julio W. Izquierdo
Upanah College

New university chief executives: Central Washington University, Ivory Vance Nelson.

Appointments, Resignations

Roberto Aguayo, dean of instructional services at Southwest Texas Junior College, to vice-president for educational services at Western Nebraska Community College.

Shelley A. Alnoworth, associate secretary of New Jersey Department of Agriculture, to director of state relations at Rutgers U.

Gary Arnesen, coordinator for data analysis at Massachusetts Department of Education, to director for institutional research at Massachusetts Bay Community College.

Cynthia Ball, lawyer in Philadelphia, to director of career planning in the school of law at Temple U.

Bob Brown, vice-president for business affairs at El Centro College, to vice-president for business and college services at Central Piedmont Community College.

Bradley Brown, chairman of nutrition and food sciences at Utah State U., to dean of the college of agriculture.

William E. Bushnell, director of development and marketing at Foundation for Community Development (Knoxville, Tenn.), to assistant to the president for advancement and community relations at Notre Dame College (N.J.).

Carl Carpenter, professor of education at North Carolina State College, to director of the Center for Educational Research at Boston College.

Beverly M. Mum, to director for business and industry at Massachusetts Bay Community College.

Jackie Dalton, nursing instructor at Alameda Community College, to associate dean of the school of education.

Andrew Lees, professor of history at Rutgers U. at Camden, Ohio to associate dean of the graduate school.

Orville L. Mehl, assistant to the provost at Rochester Institute of Technology, to assistant provost.

Kristina Oehl Mollath, director of development at Hamilton U., to executive director of the alumni association at Carleton College.

Lee E. Monroe, Jr., president of Florida Memorial College, has resigned.

Emily Moore, acting director of development at Concordia College (Mich.), to dean of faculty at Concordia College (Ill.).

Janine Mowbray, associate director of financial aid at U. of Wisconsin at Eau Claire, also to special assistant to the vice-chancellor.

Ivory Vance Nelson, chancellor of Alamo Community College District, to president of Central Washington U.

Reynold M. Oles, director of financial aid at Colorado College, to dean of admission and financial aid at Austin College.

Robert Padgett, registrar at Capital U., to vice-president for development of North Carolina State U.

Zoran Pityayev, former director of the anti-bio-intelligence and robotics program at Canadian Institute for Advanced Research, to director of the Center for Cognitive Science at Rutgers U.

Lowell Schake, chairman of animal science at U. of Connecticut, to chairman of animal science at Texas Tech U.

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Gazette

Continued From Previous Page

Ronald E. Kline, 56, professor of biology at Indiana U.-Bloomington, died of a heart attack on January 11 in Mumbai, Brazil.

Warren P. McKenna, 76, former dean of the College of Business at Xavier U., Cincinnati, died of a heart attack on January 15 in New York.

Robert A. Miller, 70, former professor of economics at U. of Cincinnati and former director of American Demographic Society, died of a heart attack on January 15 in Springfield, Mo.

Winfield Scott, 59, associate dean for academic affairs at Georgia State U., died of a heart attack on January 15 in Washington, D.C.

David B. Stuhendahl, director of government relations at Pennsylvania State U., died of a heart attack on January 15 in Harrisburg, Pa.

James Schuch, division manager at Capital U., died of a heart attack on January 15 in Harrisburg, Pa.

Albert R. Smith, president of South Carolina State College, died of a heart attack on January 15 in Columbia, S.C.

Donetta Stewart, assistant director of admissions at U. of South Carolina at Spartanburg, died of a heart attack on January 15 in Spartanburg, S.C.

Linda Tom, senior director for corporate human resources at Illinois-Pontiac State U., died of a heart attack on January 15 in Lisle, Ill.

David Tomlinson-Kawyer, professor and chair of psychology at U. of California at Riverside, died of a heart attack on January 15 in Riverside, Calif.

Coming Events

A symbol (*) marks items that have not appeared in previous issues of The Chronicle.

FEBRUARY

3-4: Faculty. "Evolving College Faculty," seminar, Kansas State University, Manhattan, Kan. Contact: Center for Faculty Development, Kansas State University, 1615 Anderson Avenue, Manhattan, Kan. 66506; (913) 532-5970; (913) 532-5611.

4-5: Faculty. "Building Major Gifts for Endowment," seminar, Governor's Office of Higher Education, Albany, N.Y. Contact: Governor's Office of Higher Education, Albany, N.Y. 12242-0001.

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4-5: Institutional advancement. "Congressional Briefing," Council for Advancement and Support of Education, Washington, D.C. Contact: CAS, Suite 400, 11 Dupont Circle, Washington 20036; (202) 338-7710.

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MARCH

Edward B. Dodd, former dean of planning and development at Richmond Community College, died of a heart attack on January 15 in Richmond, Va.

Joseph M. Stewenson, associate academic vice-president at Stockton State College, died of a heart attack on January 15 in Stockton, N.J.

Deaths

George A. Altier, Jr., 62, former chair of sociology at U. of New York at Buffalo, died of a heart attack on January 15 in Buffalo, N.Y.

Yohannes Amodeo, 85, former chairman of the Board of Trustees at St. John's U., New York, died of a heart attack on January 15 in New York.

Malcolm J. Aron, 61, former chairman of the education department at the American Museum of Natural History (New York) and former professor and chairman of education at Adelphi U., died of a heart attack on January 15 in New York.

Ronald H. Baez, 73, regents professor of education at U. of Minnesota, died of a heart attack on January 15 in Minneapolis.

Robert M. Giesey, 56, associate professor of pharmacology at U. of Mississippi, died of a heart attack on January 15 in Memphis, Tenn.

Paul B. Goss, 47, professor of law at Florida State U., died of a heart attack on January 15 in Tallahassee, Fla.

Thomas H. English, 86, professor emeritus of English at Emory U., died of a heart attack on January 15 in Atlanta.

Robert D. Fletcher, executive director of Homeless Men League of United States of America and former professor of education at Lehigh U., died of a heart attack on January 15 in Bethlehem, Pa.

Ruth Gabe, 91, professor emerita of English at U. of Wisconsin at Milwaukee, died of a heart attack on January 15 in Milwaukee, Wis.

Glenn E. Gordon, 56, professor of chemistry at U. of Maryland College Park, died of a heart attack on January 15 in College Park, Md.

Thomas Thurston Gorman, 78, professor of sociology at Florida A&M U., died of a heart attack on January 15 in Tallahassee, Fla.

Glenn K. Hamilton, 85, professor emeritus of chemistry at Colgate U., died of a heart attack on January 15 in Hamilton, N.Y.

seminar. Nova University, Fort Lauderdale, Fla. Contact: Nova University, Office of Continuing Education, 201 Mallory-Hollywood Building, 201 Mallory Avenue, Fort Lauderdale, Fla. 33314.

B. Blumstein. "Understanding and Meeting the Needs of Gay, Lesbian, and Bisexual Students," conference, National Association of Student Personnel Administrators, Contact: National Association of Student Personnel Administrators, 2100 Public Information Building, Ohio State University, Columbus, Ohio 43210-1234; (614) 744-5191; fax (614) 744-6886.

4-7: Humanism. Workshop on policies on racial harassment, Southwest Center for Human Relations Studies, San Diego, Calif. Contact: 1603 325-9596.

7: Roundtable. "Recruiting the Graduate Student," workshop, Council for Advancement and Support of Education, Sheraton-Society Hill Hotel, Philadelphia, Pa. Contact: CAS, Suite 400, 11 Dupont Circle, Washington 20036; (202) 338-7710.

4-8: English. Midwest regional conference on English in the two-year college, National Council of Teachers of English, Omaha, Neb. Contact: Mary Jean Steinhilber, Metro Community College, South Campus, Omaha, Neb. 68106; (402) 493-8510.

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CONFERENCES, WORKSHOPS

HARVARD UNIVERSITY

INSTITUTE FOR THE MANAGEMENT OF LIFELONG EDUCATION

MLE

June 7-19

MLE is an intensive, residential program for 75 experienced administrators, all of whom lead positions in academic administration; the others are specially distributed across the major non-academic functions.

The program is a lively, stimulating forum for ideas that can be put to use in creating new programs or improving existing programs.

Among three broad areas: (1) the adult as a developing and learning person; (2) organizational strategy—marketing, finance, and planning; and (3) leadership and organizational change.

Most participants hold the title of chairperson, director, dean, or associate dean. About half hold positions in academic administration; the others are specially distributed across the major non-academic functions.

Topics include: personnel policy and administration, financial management, human resource management, law and higher education, strategic planning, marketing, and small group leadership.

Mid annual program. Application deadline: April 1

MANAGEMENT DEVELOPMENT PROGRAM

MDP

June 21 - July 3

MDP is an intensive, residential program for 95 mid-career administrators in higher education. The goal of the program is to prepare these men and women to develop resourceful solutions to the problems they are likely to encounter as they grow with their institutions.

Most participants hold the title of chairperson, director, dean, or associate dean. About half hold positions in academic administration; the others are specially distributed across the major non-academic functions.

Topics include: personnel policy and administration, financial management, human resource management, law and higher education, strategic planning, marketing, and small group leadership.

7th annual program. Application deadline: March 15

INSTITUTE FOR EDUCATIONAL MANAGEMENT

IEM

July 5 - 31

IEM is designed for 95 senior-level administrators in higher education, most of whom are presidents, vice presidents, chancellors, provosts, or deans of major campus units. This four-week residential program examines critical issues in the management of colleges and universities.

The curriculum takes the perspective of the senior administrator, whose responsibility and authority shape institutional policy. Topics include: leadership, financial management, human resources, service delivery, law and higher education, campus community, strategic planning, crisis management, and institutional vision. Constantly updated curriculum materials—including the Harvard case method—ensure that the program is relevant to emerging campus issues.

23rd annual program. Application deadline: April 1

Mailing address: (name of program), 339C Gutman Library, Harvard Graduate School of Education, Cambridge, MA 02138
phone: 617-495-3572 fax: 617-496-8051

MBCC

Massachusetts Bay Community College

3rd Annual Colloquium on Undergraduate Teaching/Learning

March 27, 1992

CASES, CLASSROOM RESEARCH, AND CONVERSATIONS FROM THE TEACHING/LEARNING COMMUNITY

A Conference for Faculty, Instructional Developers, and Administrators

Featuring: Peter J. Frederick, Wabash College

on "The Power of Story in the Teaching/Learning Community"

Workshops and Roundtable Discussions

Pre-conference Workshop on Teaching Cases

Thursday afternoon, March 26

Sponsored by the AAHE Teaching Initiative

Pat Hutchings, Director

To register, contact:

Dr. Elizabeth B. Fidler

Massachusetts Bay Community College

50 Oakland Street

Wellesley Hills, MA 02181

(617) 237-1100, Ext. 148

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June 28 through July 24, 1992

A residential program on the Bryn Mawr College campus offering women faculty and administrators intensive training in educational administration. The curriculum prepares participants to work with issues currently facing higher education, with emphasis on the growing diversity of the student body and the work force.

ACADEMIC ENVIRONMENT

Adrian Tinsley, Ph.D., President, Bridgewater State College

Strategic planning

Undergraduate curriculum reform

Assessment of learning outcomes

Faculty development

Social development

ACADEMIC GOVERNANCE

Shelia Kaplan, Ph.D., Chancellor, University of Wisconsin-Parkside

Higher-education agendas

Decision-making process

Policy implementation

